DOCUMENT RESUME

ED 198 271 CE 027 856

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TITLE	Experience Based Career Education: An Exemplary Program in Vocational Education. Final Report, September 1, 1976, to August 31, 1979.
INSTITUTION	Great Falls Public Schools, Mont.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
BUREAU NO	498AH80036
PUB DATE	17 Nov 80
GRANT	G08-76-00112
NOTE	125p.; Not available in paper copy due to poor print quality. For related documents see ED 134 843 and ED 151 507.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Career Education; Career Exploration; Curriculum Design; *Curriculum Development; Demonstration Programs; Education Work Relationship; Elementary Secondary Education; *Experiential Learning; Learning Activities; Models; *Program Effectiveness; Program Evaluation; *Program Implementation; School Community Relationship; Staff Development; *Vocational Education
IDENTIFIERS	*Experience Based Career Education; Great Falls Public Schools MT

ABSTRACT

An exemplary experience-based career education (EBCE) program model was develcped and implemented in the Great Falls, Montana, public schools during the period September, 1976, through August, 1979. The project met all expectations and exhibited national leadership. Program accomplishments included the following: (1) an executive intern program implemented; (2) new instructional units tested and integrated into the program; (3) statewide coordination with several agencies and CETA-funding established; (4) extensive curriculum material review program maintained; (5) related projects funded; (6) numercus community resource sites added; and (7) computer-based information support expanded and made fully operational. Conclusions derived from the three-year project are that experiential learning can accomodate the variance in student abilities in a public school setting; that traditional school curricula do not provide sufficient flexibility for full infusion of an EBCE model; that EBCE counseling functions must be improved; and that administrative support and systematic development are essential pre-conditions for achieving change in classroom procedures. For future EBCE projects, it was recommended that alternative solutions to problem areas such as counseling and transportation be explored; that the differences between career, vocational, and general education be narrowed; and that current career educaticn programs be made more congruent with findings of national studies. (Sample learning activities are included.) (KC)

ED198271

career education

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EXPERIENCE BASED CAREER EDUCATION

An Exemplary Program in Vocational Education

PRIORITY III
Expanded, improved, or newly developed cooperative vocational education and work experience program

Final Report
November 17, 1980

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NATIONAL INSTITUTE OF EDUCATION

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1100 Fourth Street South
Great Falls, Montana 59403

CE 027 856

Project Number 498AH80036
Grant Number G08-76-00112

Entity Number 1-816000120-A2

An Exemplary Career Education Program in the Great Falls Public Schools (K-12)

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational and Technical Education, Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encourage to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Frances Jackson

Great Falls Public Schools
1100 Fourth Street South
Great Falls, Montana 59403

November 17, 1980

Reporting Period

This reporting period extends from
September 1, 1976 to August 31, 1979

Signature of Project Director

12/15/80
Date

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SUMMARY OF THE REPORT

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I. SUMMARY OF THE REPORT

A. Time Period Covered By This Report

September 1, 1976 to August 31, 1979

B. Goals Of The Project

1. Implement career, vocational and work experience programs which are based upon identified needs.
2. Improve existing programs by incorporating select elements of an Experience Based Career Education Model.
3. Design, develop and implement a comprehensive counseling and information program which supports student career-related experiences.
4. Develop and implement a placement system to support student needs in an EBCE setting.
5. Enhance student motivation for acquiring basic skills through various EBCE strategies.
6. Provide for effective management of the infusion of EBCE.

C. Accomplishments

1. An Executive Intern program is fully operational.
2. New instructional units have been tested and integrated into the curriculum using a course guide prepared by the project. (See Appendix K)
3. State wide coordination with several agencies and CETA funding has focused attention on EBCE.
4. Maintained an extensive curriculum material review program.
5. Obtained funding for several related projects in an effort to extend EBCE concepts.

6. Numerous community resource sites were added to an extensive inventory.

7. Computer-based information support was expanded and made fully operational.

D. Evaluation Findings

The project generally met or exceeded all expectations during the period, despite the drain of management energies by state wide responsibilities.

Perhaps the most significant outcome has been the state and national leadership demonstrated by the project and the school district.

E. Conclusions and Recommendations

Conclusions

1. Experiential learning can accommodate the variance in student abilities in a public school setting.
2. Traditional school curricula do not provide sufficient flexibility for full infusion of an EBCE model.
3. EBCE counseling functions must be improved, either through use of school counselors or special staff.
4. Administrative support and systematic development are essential pre-conditions to achieving change in classroom procedures.

Recommendations

1. Continue to explore alternative solutions to problem areas such as counseling and transportation.

2. Determine necessary policy and procedures to narrow the differences between career, vocational and general education.

3. Lobby necessary groups and agencies to make current career education programs more congruent with findings of national studies.

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BODY OF THE REPORT

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BODY OF THE REPORT

A. Background

In July, 1973 the Great Falls Public School District was awarded an grant to design and implement an exemplary program in career education. The program established has continuously worked to combine a variety of existing capabilities which would result in a fully integrated career education philosophy. Subsequently, the program could be adapted, or adopted by other districts.

One of the primary intents of the program has been to establish a career awareness curriculum in the elementary and secondary schools that provides all students with a broad range of options in career development. The program has also attempted to develop each student's aspirations and to provide them with the ability to make wise career decisions.

The program was conceptualized as being comprehensive in nature. It has addressed a wide variety of issues and developmental activities during its history.

B. Accomplishments

1. Project Description

Developmental activities carried on in the Great Falls Public Schools district have resulted in a number of career education components of proven value. Included were a staff development program; an effective Community Resource Center; an expanded cooperative work program, and several others.

However, these remained as isolated components, resulting in a fragmentation of the total effort. This resulted in less than full potential being realized from the components individually or through the synergistic effects possible from their integration.

The Experience Based Career Education model has proven an effective means to combine the various elements into a viable curriculum. The model finally installed is comprised of components carefully selected by project staff from four different models. This has proven to be an effective adaptation process. (See Appendix A)

2. Project Objectives

During the third year the emphasis has been upon expansion and improvement of vocational and work experience programs. Included were enhanced career guidance and counseling, cooperative activities with CETA programs and use of strategies to reduce sex bias and stereotyping.

During the third year, the project was organized into four major areas, each of which included a variety of components. These are listed below:

a. Pilot Programs

(1) Executive Interns

(2) Guidance Information System

(3) Continuing Education

(4) Learning Center

(5) Career Exploration Guide

(6) Job Seeking Unit

(7) CETA Activities

b. Component Integration and Expansion

(1) Work Experience Career Education Program

(2) Agri-business curriculum

(3) Curriculum development

(4) Community Resource development

(5) Career Exploration Guide

c. Planning and Preparation for Adoption

(1) Increased precision in placement

(2) Policy planning and formulation

(3) Evaluation of existing programs

(4) Coordination with other districts and agencies

(5) Dissemination

d. Support System Development

(1) Community Resource development

(2) Staff development

(3) Site recruitment and training

(4) Public relations

(5) Transportation

(6) Insurance

(7) Parent counseling

(8) Information resource for students

(9) Curriculum materials

These components are listed as discrete entities for reporting purposes. Operationally, they interact in several

important ways. For example, an important aspect of the Executive Intern program was development of community resources and public relations.

3. Summary of Accomplishments

The proposal described a strategy designed to change practices, attitudes and values. It was assumed these factors would have the most significant effect on the outcomes of schooling.

However, these factors are also very difficult to change. Consequently, the project adopted a procedure of development, pilot testing and integration of major components. The intent was to ensure that desired outcomes could be achieve with each component; provide potential users with an opportunity to observe the component in context; and then focus on establishing policy and support requirements for their widespread adoption.

Major accomplishments this past year have been:

a. Pilot Programs

(1) CETA

(a) Field Learning Program

(b) School Administrator training

(c) Establishing Field Learning Specialist

(d) Enrolled sixteen students locally

(2) Expansion of Guidance Information System

(3) Executive Intern Program improved

(4) Expanded use of the Career Exploration Guide

(5) Alternative High School program in Career Education

b. Component Integration and Expansion

(1) Work Experience Career Education Program procedures systematized.

(2) Agri-business Courses.

(3) Regular use of the Career Guide in several classes.

(4) Heightened awareness of the need for Community Resources; expansion of available resources.

(5) EBCE classes.

c. Planning and Preparation for Adoption

(1) Increased precision in placement procedures.

(2) Active participation in development of state evaluation and plan.

(3) Training for a state Field Learning Specialist.

(4) Training a cadre of school district Field Learning Coordinators.

(5) Modification of Far West Laboratory materials for use in CETA programs.

(6) Conduct of state-wide orientation and training activities for the Governor's Employment and Training Council. (Department of Labor)

d. Support System Development

(1) Number of community resources increased.

(2) Procedures for accessing community resources improved.

(3) Aggressive site recruitment and training program continued.

(4) Modified WE/CEP program to reduce transportation problems.

(5) Expanded public relations program to heighten parent awareness of the program and career education.

(6) Expanded parent counseling program in concert with CETA activities.

(7) Added student information resources through the Guidance Information Systen and Career Information System.

(8) Numerous materials were analyzed for sex role stereotyping and sex bias.

C. Major Activities

1. General Project Design

Selected elements from several EBCE Models were used to expand and improve existing career education opportunities for students. The general model for organizing activities was derived from the literature on educational change and has served as the referent for a variety of project decisions (see Figure 1, Second Interim Report, November 30, 1978).

Among the more important decisions based on the model has been screening and selection of components for use in this project. These decisions are implicit in the project procedure outlined below:

a. Screen Alternative Models (CE_2, RBS, etc.) for:

(1) Availability of components and materials

(2) Congruence with Great Falls

(a) Philosophy, policy and curriculum

(b) Instructional and learning materials available

(c) Community resources

(d) Staff capabilities and interests

(e) Staff support system

(3) Adoption or adaptation requirements

(4) Necessary changes in operations and participant behaviors.

b. Select components for project use

c. Acquire materials and arrange for necessary technical assistance

d. Implement adoption or adaptation specifications

e. Monitor implementation

f. Make program revisions indicated by feedback from the implementation process

2. Project Activities

Complex organizations, such as a public school district, are extremely resistant to change. Consequently, development of a new philosophy and curriculum is a difficult task. Not all critical variables are under direct control of the development group; existing laws and regulations are frequently dysfunctional to the new program; and the basis for political decisions is frequently unknown.

Program development in such organizations requires a man-

agement system which is flexible but highly goal-oriented. In this context, a naive observer would perceive an array of disorganized and unrelated activities. It is, however, a carefully articulated set of activities, each of which contributes to attainment of the final product - a fully infused EBCE program.

Specific project activities in each of the four major areas are listed below:

a. Pilot Programs

(1) Executive Intern

(a) Sponsor recruiting and selection

(b) Placement

(c) Student selection

(d) Evaluation

(2) Vocational Education Alternative Program

(a) Instructional services

(b) Student identification, location and recruitment

(c) Placement

(d) Student integration into regular program

(e) Inter-agency coordination (County Juvenile Authority, Wesley Center, Youth Employment Corps, etc.)

(3) Learning Center

(a) Student identification and recruiting

(b) Instructional services

(c) Staff training

(d) Management and planning

(e) Evaluation

(4) Continuing Education

(a) Resource identification and acquisition

(b) Direct instruction

(c) Curriculum development

(d) Management

(e) Evaluation and revision

(5) CETA/Far West Laboratory

(a) Manage state wide CETA/EBCE program

(b) Sponsor and conduct training

(c) Train and manage Field Learning Coordinators

(d) Participate in training by the Far West Laboratory

(e) Provide instructional and counseling services for students

(f) Evaluation of individual student progress

(g) Program evaluation

b. Component Integration and Expansion

(1) Guidance Information System

(a) Develop staff awareness

(b) Staff training for use

(c) Monitor effects of use

(2) "Job Seeking" Learning Unit

(a) Develop staff awareness

(b) Provide necessary materials

(c) Evaluate use

(3) Work Experience Career Exploration Program (WECEP)

(a) Recruit and enroll students

(b) Recruit and orient site sponsors

(c) Develop parent awareness

(d) Manage support system

(4) Agri-business

(a) Validate new course syllabus

(b) Inventory and acquire resources necessary for the course

(c) Implement awareness, recruiting and enrollment procedures

(5) Curriculum development

(a) Assist school district staff in syllabus development and implementation

(b) Conduct group and individual training in the use of EBCE course syllabus format

(c) Monitor curriculum development throughout the district to ensure consideration of EBCE concepts

(6) Community Resource Development

(a) Coordinate site recruitment and development for each of several different programs

(b) Conduct training seminars

(c) Monitor operations of the Community Resource Center

(7) EBCE Courses

(a) Assist instructor in development and revision of course syllabi

(b) Recruit, inventory and schedule exploration sites

(c) Arrange for computer support

(d) Provide data interpretation services

(e) Evaluate program and course effects

c. Planning and Preparation for Adoption

(1) Increased precision in placement

(a) Document measures and procedures for predicting satisfactory placement

(b) Implement and monitor placement procedures

(c) Recruit and train site sponsors

(d) Document site placement requirements

(2) Policy planning and formulation

(a) Participate in development of a state plan for vocational education

(b) Coordinate activities and assignments for responsibility for several state agencies to implement CETA programs

(c) Participate in evaluations conducted by the Northwest Association

(3) Follow-up studies

(a) Plan necessary studies to determine if career education activities have a meaningful effect.

(b) Obtain decision data necessary to enhance the effectiveness of a career education program

(4) Evaluation of existing programs

(a) Administer a self-evaluation of vocational education conducted by the Office of Public Instruction

(b) Monitor effectiveness of modifications made in EBCE models to accomodate different forms of exceptionality

(5) Coordination with other districts and agencies

(a) Recommend policy for joint CETA activities

(b) Manage activities of state wide CETA coordinator

(c) Serve as liaison to Human Resources Development Council, Governor's Employment and Training Council, the Far West Regional Educational Laboratory and other public and private agencies participating in the CETA program.

d. Support System Development

(1) Site recruiting

(a) Prepare recruiting materials and use them with school district staff and potential site managers.

(b) Expand multiplier concept, i.e. use other agencies to develop sites for EBCE use.

(c) Inventory sites, develop system for allocation; monitor system use

(d) Evaluate sites

(e) Monitor sponsor perceptions of the program

(2) Community Resource Development

(a) Expand and upgrade resource center inventory

(b) Conduct employer seminars

(c) Improve staff awareness of the resource center

(d) Monitor operations of the Community Resource Center

(3) Staff Development

(a) Conduct special training sessions

(b) Arrange for training to be conducted by Far West Laboratory, Human Resource Development Council, Governor's Employment and Training Council

(c) Identify training needs

(d) Manage training of CETA Field Learning Coordinators

(e) Manage activities of the state CETA coordinator (coordinator worked with eight public school districts across the state)

(f) Participate in special CETA training for decision-makers (San Francisco; September, 1978)

(4) Public relations

(a) Meet with various civic groups to discuss EBCE in the school district

(b) Supervise students on-sites to discuss strengths, deficiences, and potential problems

(c) Maintain a liaison with local news media to insure press coverage

(d) Provide leadership for CETA districts in public relations activities

(e) Participate in activities conducted by the project sponsor and state agencies

(5) Transportation

(a) Coordinate transportation provided by HRDC

(b) Modify instructional procedures to lessen transportation difficulties

(c) Design transportation contingencies

(6) Parent involvement

(a) Design and implement counseling strategies

(b) Use parent evaluations to effect program revisions

(c) Prepare materials for use by district staff in working with parents

(7) Student Information Resources

(a) Increase student awareness of the Guidance Information System

(b) Support expansion of school-centered Career Information Centers

(c) Support operation of the GIS on the district computer

(d) Ensure that information resources are purged and up-dated

(e) Ensure that counselors and other district staff are aware of information resources available

D. Problems

No problems encountered have necessitated a significant departure from planned activities, although some adjustments have been necessary.

Transportation remains the most nagging problem. Due to rising energy costs, an alternative to on-site activities may need to be developed. The difficulty here will be in attaining desired levels of involvement in a vicarious setting. Interactive telecommunications may provide one solution.

The wide spread nature of CETA activities have made unanticipated demands on staff, facilities and exploration sites. Avoiding site "burn-out" and coordination among all participating agencies has required close, continual attention.

E. Publicity Activities

The project has not implemented a systematic program for publicity. A number of articles have been published in local newspapers and were included in the quarterly reports.

F. Dissemination Activities

The project has not implemented a systematic dissemination component. A program of this type would have been inconsistent with the idiosyncratic nature of the project.

However, a number of staff activities resulted in relatively widespread knowledge about project activities. Some of these were nationwide, some state wide and others restricted to the project context. Included were:

1. Participation in a conference on EBCE/CETA linkages
2. Participation in several national EBCE conferences
3. Presentations at the state Career Education Conference
4. Participation on the Montana Advisory Council for Career and Vocational Education
5. Presentations on local television stations
6. Employer seminars
7. Evaluation activities
8. Presentation of the program at the National EBCE Network Conference
9. Involvement of persons from the local community as sponsors, instructional resources and counselors

Materials prepared and distributed by the project have included:

1. Executive Intern brochure
2. Work Experience Career Education Program brochure
3. Agri-business brochure

4. Bibliographies

5. Various other print and non-print materials.

G. Data Collection and Evaluation

1. Introduction

The proposal which resulted in funding for this project listed six major goals to be addressed:

a. Data Based Implementation

b. Improvement Strategies

c. Guidance and Career Decision-making

d. Placement and Follow-up

e. Basic Skills

f. Management

Within each of these goal areas, project activities have focused on infusion of a career education philosophy in the district curriculum. This has required development of new practices and products and increasing staff and community knowledge about career education. The project has also devoted considerable energy to identification, acquisition and adaptation of existing EBCE strategies for use in the Great Falls schools.

The project has been demonstrably successful in effecting desired changes. This is evident in continued acceptance of several major project components such as WECEP, Executive Internships and EBCE units nested within existing courses. It is also evident in the utilization of many system support components such as the Guidance Information System and Community Resource Center.

An important consideration for evaluation of the project is the career education philosophy in the district. It is apparent that career education is felt to be more than a set of isolated career-related activities; that career education is an aggregate of experiential activities that enable each student to develop meaningful values and useful problem-solving skills. These are both essential pre-conditions to finding satisfaction in adult life.

2. Evaluation Design

Rationale. Evaluation procedures employed have been based upon hypotheses derived from each major project activity area. The intent has been to establish some degree of causality between project activities and outcomes.

However, the complex nature of the project has made it impossible to control important variables. As a consequence, statistical rigor has been impossible to attain.

Major questions addressed in the evaluation were:

a. What EB£ components have been used by the project?
   (1) How many?
   (2) From which models or programs?
   (3) What adaptation was required? How was this accomplished?

b. How effective were these components in this setting?
   (1) What measures were used to assess effectiveness?
   (2) Were effects achieved the same as those desired?
   (3) How many persons were affected by this program?

(students, teachers, administrators, parents, sponsors, business community)

Procedures. To the extent possible the evaluation used data which emerged from routine project activities and tests administered as part of the district testing program. Project staff provided items of record data specified in the design. Tests used were generally administered by school district staff.

Data Collection. Several types of data were used in this evaluation including standardized tests, locally developed questionnaires, rating scales, experimental instruments and record data.

Data used in this evaluation are listed below:

a. Standardized tests
   (1) Career Development Inventory
   (2) Career Maturity Inventory
   (3) Differential Aptitude Test (VR and NA)
   (4) American College Test (Composite Score)

b. State Developed Instrument
   (1) Vocational Education Self-evaluation

c. Locally Developed Instruments
   (1) Student Survey
   (2) Student Self-appraisal
   (3) Employer Performance Review
   (4) Parent Opinion Survey
   (5) Sponsor Inventory

d. Instruments from Other EBCE Programs

(1) Oral Communication Checklist

(2) Planning Checklist

(3) Quantitative Skills Checklist

(4) Writing Scale

e. Record Data

Due to the volume of these data used, the following list is only illustrative of the type of data used.

(1) Transcripts

(2) Time Records

(3) Student Agreement

(4) Enrollment forms

(5) Course Syllabi

3. Report of Data

Evaluation data reported are organized around the major activities of the project.

a. Executive Internship

During this past year, the scope and emphasis of the Executive Experience Internship Program has been broadened. The program design was changed allowing students (1) an opportunity to explore more than one career area during their internship, (2) to explore occupations other than those in management and supervision, (3) and to spend variable amounts of time at a particular site.

The decision to allow career exploration in the

Executive Intern Program came as a result of a perception by the program coordinator that the student participants had not yet reached a definite career decision. Most students knew they wanted to pursue a particular area but were unaware of the various jobs within that career area. Examples of this can be seen in the fields of law, accounting and engineering.

The students interested in law knew they wanted to be lawyers but didn't know what aspects of law they would like to actually practice. Examples of different specialties include: (1) private practice attorney perhaps specializing in divorce, law suits, tax law, real estate, estates, etc., (2) corporate law, (3) public service attorneys such as city and county attorneys, legal services, public defenders, etc. (4) military law. These areas were made available to students for exploration, so a better understanding of the entire field of law could be obtained.

In the area of accounting such sub-catagories available to students included: (1) metallurgical accountant (2) private practice C.P.A. (3) payroll accountant (4) accounting supervisor.

Metallurgical, environmental, civil, electrical mechanical and aeronautical engineering were specific engineering specialities made available to students.

Many of the students participating in the Executive Internship Program were interested in careers that are

not necessarily management or supervisory oriented. These students were placed in accordance with their desires. Examples of placements in this category included career areas of: Medical Technology, Physical Therapy, Computer Operator, Insurance Agent, Banking, Airline Pilot, Advertising, Television Production, Dietition, and Architect.

In order to accommodate both the student's and resource site sponsor's desires on placement, it was necessary to negotiate a variable length of time the student would spend with that sponsor. In working with the site sponsor to determine the activities in which the student would participate, it was necessary to plan a schedule. This schedule became the student's career exploration plan. These plans varied from student to student and business to business. Some explorations lasted only two or three weeks at a site, while others lasted the entire semester. The benefits of this system include: (1) students having an opportunity to visit several sites, some in the same career field, some in completely different fields; (2) businesses and organizations being more receptive to taking an intern if they were not committed to an entire semester. Thus, placement became an easier task.

Students enrolled in the Executive Intern program did not all have high GPA's but were mature students.

In subsequent years, the criteria used for enrollment will be carefully screened and evaluated.

The following data describe pertinent attributes of students enrolled this past year.

Data	Great Falls High School	C.M. Russell High School
G.P.A.	3.57*	2.72
Class rank	49/543	191/568
DAT (VR & NA)	89	70
ACT (Comp)	22	17
CDI	448	N.A.
Boys	1	1
Girls	8	3

* All data, except number enrolled, are averages.

During 1978-79, sites used provided students with management experience in the following fields:

(1) Medical Technology

(2) Dietetics

(3) Physical Therapy

(4) Engineering

  (a) Environmental

  (b) Mechanical

  (c) Electrical

(5) Accounting

(6) Law

(7) Government

  (a) Juvenile programs

  (b) City Attorney

(c) Social Worker

(d) Home-school Coordinator

(8) Physchology

(9) Office Practice

(10) Interior design and decorating

(11) Architecture

(12) Television production

(13) Computer operations

(14) Advertising

(15) Insurance

(16) Banking

(17) Aviation

(a) Pilot

(b) Air traffic control

Data obtained through several instruments administered to interns are summarized below.

School Opinion Scales (N=6)

1. General attitude toward school

   a. Undecided = 15

   b. Agree = 16-30 (positive attitude)

   c. Disagree = 14- 6 (negative attitude)

   d. $\bar{X}$ = 16.87

The interns' attitudes toward school were slightly positive as measured by this instrument.

2. Comments rated in upper quartile

   a. The staff at this school likes working with young people.

b. This school is a good place for making friends.

c. School is important because knowledge gained is useful out of school.

d. School encourages me to think for myself.

3. Comments rated in lower quartile (6 -)

a. If I had a choice, I would not go to school.

b. School is boring; I can't wait to get out.

4. Discussion and Conclusions

a. Interns were optimistic about school; enjoyed school; were able to see the value of education.

b. Interns enjoyed satisfactory social activities in the school setting.

Intern Perceptions Survey (N = 6)

1. Would you participate in the program again?

$\overline{X}$ = 4.2 (Def. yes = 5)

2. Rank order of program component effectiveness

- Planning for a future career
- Managing your own time
- Visiting resource persons
- Meeting with the program coordinator
- Learning about possible careers
- Learning academic subjects
- Learning to make decisions
- Learning subject matter
- Evaluating own work
- Visiting resource organizations
- Learning about myself
- Doing resource explorations

3. All students rated very highly:

   a. being able to learn at a resource site as it made learning more meaningful

   b. the motivational aspects of the program

4. Interns spent an average of 22 hours at resource sites. (Range was 6-40 hours)

5. On-site time was devoted to (Averages*):

a.	Planning activities	14%
b.	Career discussions	25%
c.	Observing	30%
d.	Participating in activities	20%
e.	Acquiring skills	-0-
f.	Acquiring knowledge	22%
g.	Work on project	16%
h.	Personal discussions	23%

   * Scaling procedures distort actual figures. Ratios should be examined in interpreting these data.

6. General comments

   a. All interns felt the resource person had been definitely interested in the program.

   b. Interns were undecided about their freedom to choose activities at the resource site.

   c. Only half the interns felt their participation had been sufficiently active and involved.

Student Plans and Perceptions Survey (N=6)

1. Plans for five years after high school

a.	School only	14%
b.	School and part-time work	14%

c. Work and part-time school 26%

d. Work only 43%

2. Educational plans one year after high school:

a. None 16%

b. Four year college or university 83%

3. Past Work experience

a. 3 months full time/6 months part time 50%

b. 6 months full time/12 months part time 17%

c. 1 year full time/2 years part time 33%

4. Interns rated the value of this year's school program as follows: (1=little; 4= high)

a. Preparation for work 2.8

b. Preparation for college 2.4

c. Post-high school plans 2.8

d. Increased self-understanding 2.8

e. Improved inter-personal relations 3.2

5. Interns reported learning during the year as follows: (1 = nothing; 4 = great deal)

a. About careers and jobs 3.6

b. Career planning 3.5

c. Job-seeking skills 2.7

d. A specific job 2.8

e. Reading improvement 2.8

f. Writing improvement 2.5

g. Math improvement 3.0

h. Improved listening and speaking 3.3

i. Problem solving 3.5

j. Working with other students 3.5

k. Working with adults 3.8

l. Improved tolerance for people 3.5

6. Interns were unanimous in expressing satisfaction with school during the year.

7. Discussion

   a. The Executive Intern program appears to have achieved specified outcomes (e.g. 6 (j), 5 (e)).

   b. Selection criteria are producing students who already have considerable work experience. The Internship should prove useful in expanding their perceptions of viable alternatives, as it provides them with opportunities to observe new dimensions of familiar work environments.

Parent Opinion Survey (N=8)

The following conclusions are based upon parent responses:

1. Parents were unanimous in expressing strong support for the program, as manifest in the opinion that they would make the same decision again about their child's participation.

2. The program assisted my child in the following ways:

   a. Preparing for work

   b. Preparing for college

   c. Deciding what to do after high school completion

   d. Development of self-understanding

   e. Development of interpersonal skills

3. The program facilitated/enhanced learning in the following areas:
   a. Knowledge of careers and jobs
   b. How to plan a career
   c. How to do a particular job
   d. Problem-solving
   e. Improving skills in working with adults
   f. More tolerance of others
4. The program had no effect on the following:
   a. Reading skills
   b. Writing skills
   c. Math skills
5. The program had marginal effect on:
   a. Improving skills in working with other students
6. The following changes "for the better" were reported by parents:
   a. Responsibility
   b. Self-confidence
   c. Decision-making
   d. Planning for the future
7. Compared with other programs, parents felt:
   a. The program is better than other school programs
   b. Students talked more to parents about the program
8. Contacts with program staff:
   a. None had participated in either group or individual meetings

b. Less than half had telephone contact, mailed correspondence or written reports.

c. A majority felt they had not received adequate information about their child's progress or the program.

d. A majority did not respond to questions about staff effectiveness. This is in keeping with the lack of contact.

9. Program information and dissemination

a. A majority indicated they had not received as much information as desired about the program.

b. Parents were generally not knowledgeable about program activities and effects

c. Parents were unable to rate staff effectiveness.

10. Suggestions for improvements

a. Make sponsor assignments earlier

b. Need specific duties assigned

c. Provide variety of alternative experiences for each intern

d. Involve more students

e. Ensure that interns do not become low-cost employees

11. General strengths

a. Provided a meaningful experience

b. Helped focus career decisions

c. The program should be expanded; more students could benefit from this type of experience

d. It was great!

Employer (Sponsor) Evaluation

1. All interns were rated satisfactory by all employers in the following areas:
   a. Adaptability
   b. Appearance and grooming
   c. Attendence
   d. Cooperation
   e. Interest and enthusiasm
   f. Personal and social skills
2. Typical comments:
   a. Most cooperative and flexible
   b. Excellent, personable person
   c. Bright, interested
   d. A joy to have here
   e. Eager to know about our activities

The nature of the Executive Internship made site recruitment, development and student placement especially important. These activities were adapted from EBCE materials developed by the Far West Educational Laboratory. The following description of their use in Great Falls was provided by project staff:

> The Executive Intern site development procedures used during the 1978-79 school year were changed somewhat from previous procedures. The change in emphasis from the strictly management/leadership type of career exploration to a more broadly based type of career exploration necessitated changes in number of sites needed and changes in the site development procedure.
>
> The site development process began by talking individually with the students to determine the specific career or careers they were interested in exploring. Many students had one career area in mind, but others were unsure and wanted to explore two completely different areas. There were a few instances in which students began their

explorations in one area, decided they didn't like it, and wanted to move into another area. The amount of time a sponsor was willing to devote to the student's involvement also necessitated moving a student between several sponsors within the same career area. There were only three students in the program who remained at one site during the entire semester.

Once a list of sites needed for the exploration was developed, the program coordinator would begin making telephone contacts. The program was briefly explained, and if sufficient interest was shown by the prospective sponsor, an informational letter and program brochure were mailed to them. A follow-up phone call was then made to obtain an appointment with the site sponsor.

During the site development interview, the program coordinator would further explain the program goals and objectives, explain the student's particular career information needs, and respond to questions the sponsor would have. The discussion then centered upon the types of activities at the site in which the student could become involved. The length of time the student would stay at the site was determined by the length of time spent in each activity and the number of activities made available to the student. An appointment was then secured for the student to begin the experience. In some cases the sponsor wanted to interview the student prior to an agreement to let the student intern in their business.

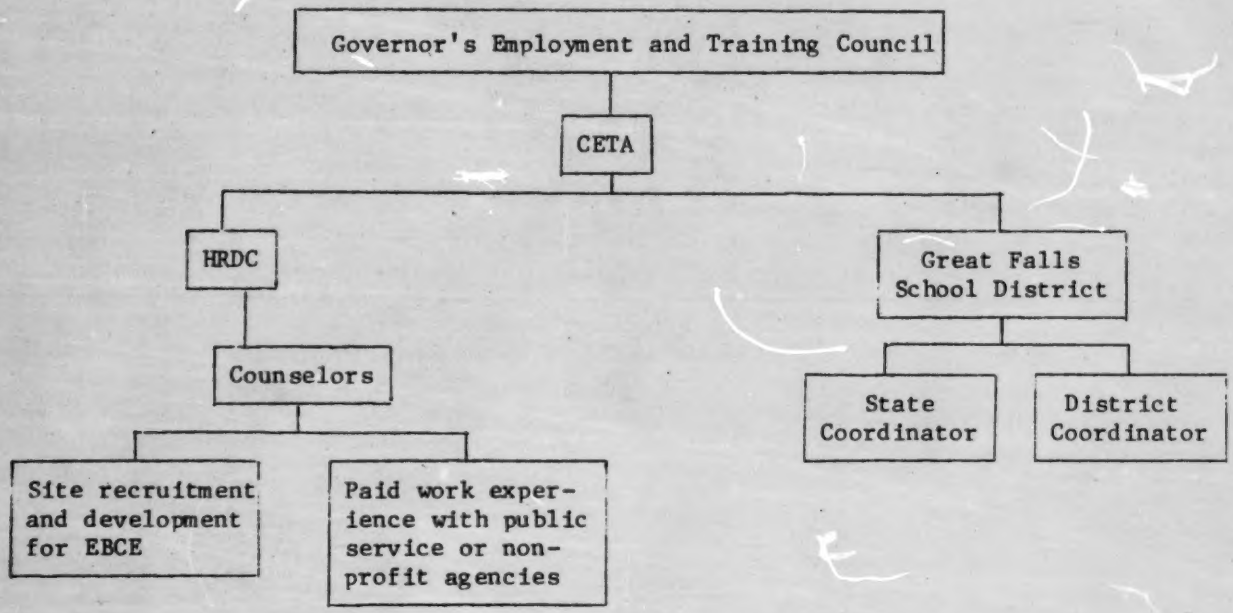
A resource site analysis form was then completed. The purpose of this form was to document what was said during the site development interview. A copy of the form was returned to the site sponsor for his/her approval. The resource site analysis form was also used by the CETA/EBCE program. By using the same form, the two programs were sometimes able to help each other by utilizing sites jointly or in rotation, with students from both programs participating at the same site.

The Executive Intern students began their career exploration experiences and were carefully monitored to provide a quality learning situation while at their sites.

b. CETA Program.

The CETA program operating in the Great Falls Schools was based upon a complex organization. The management and coordination skill of the project director were an essential catalyst for it to function at all.

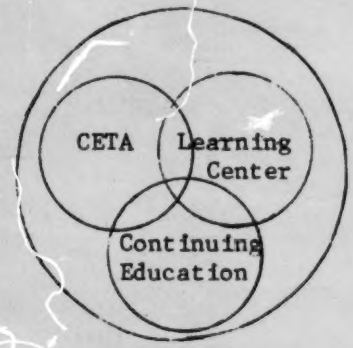
Generally, Great Falls managed a state wide CETA/EBCE program. The diagram below depicts the organizational structure of the program.



The Human Resource Development Council (HRDC) identifies eligible students and pays for their employment in public service jobs. Essentially, this was a work experience program. The Great Falls school district was responsibile for ensuring adequate work exploration experience in either public or private agencies.

The program was started in late January, 1979, following extensive training in the use of Far West Laboratory EBCE materials. The Far West Laboratory model served as the super ordinate context for all

activities. Diagramitically, the model was:



FWL E'CE Model

Eight public school districts across the state participated in the program: Miles City, Glendive, Great Falls, Havre, Missoula, Kalispell, Butte, and Mountain View School for Girls in Helena. The chronology of the state program generally describes coordination and implementation activities of this project:

August 1978: Information and orientation training by FWL staff (N=50)

September 1978: Decision-maker training by FWL staff in San Francisco (N=8)

December 1978: Field Learning Coordinator training by FWL in Great Falls (N=35±)

Eighteen students were jointly selected for initial participation by the HRDC and school district personnel. There was some attenuation due to high school schedules which were already established. Following the FWL model, these students were interviewed to identify their interests and a program developed for each based on their interests, work experience and relevant projects. The school district awarded 1/2 credit for work experience and 1/2 credit for

the class conducted by the District Coordinator.

The class met two hours per day for two weeks. However, this class was not based on a time criterion; it was performance-based and students continued the training until perscribed outcomes were attained.

Operationally, the following responsibilities were assigned:

Field Learning Coordinator	HRDC
1) Resource Site Development 2) In-School Function 3) School Credit Assignment 4) Monitor Exploration Sites 5) Monitor Work Sites	1) Recruitment and Selection of Students 2) Work Site Development 3) Resource Site Development 4) Work Site Monitoring 5) Payroll
State Coordinator	**GETC**
1) Coordinate School Districts involvement in EBCE. 2) Trouble shoot Problems in Local Districts. 3) Provide Information to Districts interested in establishing EBCE Program. 4) Obtain agreements between GETC and Local School Districts.	1) Prime Funding Source 2) State Leadership 3) Site Evaluations 4) Provide Funding for Training of School District and HRDC Personnel.

Student Demography (N=16)

a. Average age: 15.8 (range = 15 to 17)

b. Male : 7

c. Female : 9

d. Average family income: $6,171.00

(range = $1,000.00 to $12,000.00)

e. Parents' occupations

(1) laborer (2)

(2) driver (2)

(3) service manager

(4) dental assistant

(5) hair dresser

(6) college student (2)

(7) secretary

(8) brick layer

(9) retired or disabled

(10) homemaker (2)

(11) hospital aide

f. Average years of high school completed: 2.1 (range 1.5 to 3.5)

g. Average High School credits earned: 10.25 (range 3.75 to 16.5)

h. Average GPA: 2.18 (range = 1.03 to 3.67)

Program Resources.

A total of 44 resource contacts were made by the Great Falls field coordinator. Included were a wide variety of public and private agencies. Resource sites available or used by the project are summarized in the table following.

RESOURCE POOL SUMMARY

NUMBER OF COOPERATING JOB SITES OFFERING:

USOE CAREER CLUSTER DESCRIPTION	WORK EXPERIENCE PLACEMENTS		JOB SAMPLING EXPERIENCES	
	PUBLIC SECTOR	———	PUBLIC SECTOR	PRIVATE SECTOR
1. CONSTRUCTION		———		2
2. MANUFACTURING		———		
3. TRANSPORTATION		———		4
4. AGRIBUSINESS		———		1
5. MARINE SCIENCE		———		
6. ENVIRONMENTAL		———	1	
7. BUSINESS & OFFICE	5	———	1	5
8. MARKETING & DISTRIBUTION	1	———		
9. COMMUNICATIONS	1	———	1	3
10. HOSPITALITY & RECREATION		———		
11. PERSONAL SERVICES	3	———	2	1
12. PUBLIC SERVICES		———	1	
13. HEALTH	1	———	6	2
14. CONSUMER AND HOMEMAKING	2	———	4	1
15. FINE ARTS AND HUMANITIES		———	3	

Student Outcomes.

Each student completed one exploration per semester in accord with a negotiated plan. Products for these explorations included such items as research papers, tape recordings and graphic charts. Additionally, each student was required to complete a job application, write a resume and complete a Career Orientation Guide for their job sites.

Students were also required to complete a "plans and perceptions" survey. Participating students generally agreed that:

1. school is worthwhile
2. they learn new things at school
3. they are encouraged to think for themselves at school
4. education is a useful stepping stone to future success.

They were undecided about:

1. school being boring
2. things learned at school being useful out of school

They generally believed that:

1. they would go to school, given a choice
2. school is more than a place to monitor students' activities and behaviors

Each student was also rated on a Writing Skills checklist, a Quantitative Skills checklist, a Reading Skills

checklist and an Oral Communications rating form. Students were expected to persist on listed skills until attainment was verified by the Field Learning Coordinator.

Upon the completion of each project, the student and Field Learning Coordinator cooperatively rated the student's growth in each of several areas. Average ratings for a small sample of students were (1=low; 4=high):

Attitude toward planning	3.25
Attitude toward learning	2.75
Career knowledge	3.5
Career planning	3.25
Self-responsibility	3.0
Self-knowledge	3.0

It was expected that there would be a close relationship between these ratings and several other variables, including G.P.A., age, sex and high school credits earned. The sample of these data presented shows why a correlation did not exist.

CDC* Total (Max. = 24)	17	15	20	23
G.P.A.	3.67	3.11	1.5	2.89
Age	16	16	17	17
Sex	F	F	F	F
High School Credits	5.75	9.5	6.0	13.5

* Career Development Checklist

Because of the intensity of the statewide involvement of the project with the CETA field learning program, the complete evaluation report submitted to the GETC (Department of Labor) is included as Appendix J.

c. Continuing Education.

This program is designed especially for the student who finds it necessary to leave school due to pregnancy and/or marriage. It is possible for the student to transfer from regular classes to the Continuing Education program at any time during the school year with a minimum loss of class time or credit.

The program is designed:

(1) To allow students to keep up with their classes;

(2) or, if a senior, to permit students to finish the requirements for a high school diploma.

The instruction in this program is highly individualized. The curriculum includes counseling services, parenthood education class, group "talk" sessions and prenatal classes. There is also a nursery provided for infants and toddlers.

In the past year the Career/Vocational offering was expanded to include an "OJT" (on-the-job training) class. This class allows students to explore various careers in the business world. Also offered was an individualized typing program.

All staff members attend a workshop for 5 days to improve their skills in individualized instruction.

The coordinator also received training to implement EBCE into their program offerings.

d. The Learning Center.

This Center is designed for students who want a high school diploma, but are unable to complete their school at traditional day school or night school. To be eligible to enroll at the Learning Center, a student must have a minimum of seven (7) credits and must achieve, weekly, an amount of work that, if continued, will total three (3) credits per year.

Programs goals include:

(1) To provide alternative means of successful academic achievement and to obtain high school credentials.

(2) To provide more opportunities for learners involvement in developing their educational program.

(3) To reintegrate learners, when appropriate and possible, into the regular high school setting.

Credit can be earned through correspondence courses, group and individually developed traditional classes or through courses that emphasize learning by doing (EBCE). Credit is awarded from one of the traditional high schools after course work is completed and approved.

All staff members attend a workshop for 5 days to improve their skills in individualized instruction. The coordinator received 10 days of training and the staff received 5 days of training in EBCE for workshop settings.

e. Curriculum development

Two instruments were used to develop a data base for continuing curriculum development. The instruments were adaptations from other programs and were designed to identify student priorities for career education, the current status of student career decisions, and primary sources of student career information.

Shown in Table 1 are the primary sources students used to obtain career information.

Table 1

Sources of Career Information

Source	Grade			
	9	10	11	12
Teachers	8	*	8	17
Parents	0		13	20
Counselors	0		3	7
Adult Friends	0		8	7
Employers	0		0	3
Guidance Information System	69		45	27
Career Information Center	23		21	13
Other	22		5	7

* insufficient number of respondents
All entries are percentage of respondents. Columns will total more than 100% since most students indicated they used more than one source.

Several findings are of special interest:

(1) Teachers provide more information than counselors.

(2) Employers apparently do not discuss careers with employees.

(3) Project resources (GIS and CIC) were consistently used more than any other source. This may be due to the sharpened focus of these sources (e.g., students knew they were receiving career information.)

The current status of student decisions, as measured by this instrument, is shown in Table 2. Perhaps the most interesting aspect of these data is the obvious change in awareness from grade 9 to grade 12. For example, fewer twelfth grade students had a career goal and more twelfth grade students realized there were courses they should have taken in high school. It is also apparent that twelfth grade students knew how to find information they needed to formulate a career decision.

Table 2

Comparison of Student Responses to a Career Education Survey

Question	Response Options	Grade 9	Grade **10	Grade 11	Grade 12
Age	14	42*	100		
	15	57	100		
	16			31	17
	17			67	47
	18			1	44
Have a career goal	yes	100	100	78	76
	no	0	0	22	24
Career plans more focused	yes	21	100	34	76
	no	79	0	66	24
Considering new career options	yes	14	50	75	79
	no	86	50	25	21
Able to obtain needed information	yes	7	100	71	88
	no	93	0	29	12
Any career counseling	yes	42	0	22	26
	no	58	100	78	74
Courses should have taken but did not	yes	50	0	68	82
	no	50	0	32	18

* All entries are percentage of respondents
** Small sample may have distorted these data

Some revisions in the high school curriculum are warranted, as evident in these data. For example, the courses students need are math, science and business. The reasons they were not taken, in rank order, were: (1) offered at the wrong time of day; (2) not enough periods in the day; and (3) class filled. Essentially this appears to be a scheduling problem.

Student priorities for career-related knowledge and skill are presented in Table 3. This information should be used in conjunction with the curriculum guide developed by the project. It would also be useful for project staff to identify where and how each of the priority elements could be acquired and facilitate integration of that element. (See Table 3 on following page.)

e. EBCE Courses.

The project initiated a career education class several years ago and has continued to provide necessary support services. These classes have also served as pilots for several new EBCE components, such as the GIS.

The class is of relatively short duration and, consequently, it is difficult to assess the full effects. Shown in Table 4 are the results of pre-post testing with the Career Maturity Inventory. Table 5 compares student performance over three years on the Career Development Inventory. As expected, there are no significant differences.

Table 3
Student Priorities for Career-related
Knowledge and Skill

How Important are the Following to You	Degree of Personal Importance					$\bar{X}_w$
	Very High	Fairly High	Moderate	Fairly Weak	Not at All	
1. Select more courses by myself.	13	13	6			4.32
2. Get some "on-the-job" experiences.	17	10	4			4.28
3. Understand, accept, and like myself better.	14	8	8	1		3.93
4. Know how to apply for a job.	17	10	3	1		4.18
5. Know more about my academic weaknesses.	9	12	10	1		3.80
6. Know how my interests relate to work.	15	13	3			3.78
7. Know how to interview for a job.	19	8	3			4.25
8. Know more about graduation requirements.	9	12	9	1		3.81
9. Have my parents know about my occupational goals.	7	13	8	3		3.65
10. Learn how to make decisions.	16	10	3	1		4.09
11. Know how I can finance more schooling.	17	6	7			4.06
12. Find courses relevant to my future.	20	7	3			4.28
13. Get help in finding a summer job.	17	8	4	1		4.09
14. Set my goals in life.	14	10	4	2	1	3.93
15. Get more information on trade schools.	5	8	12	4	2	3.21
16. Talk with a counselor about vocational planning.	4	6	14	5		2.68
17. Develop confidence in myself.	16	9	3	1		3.93
18. Get more information on colleges.	4	16	9	2		3.59
19. Have access to information about occupations.	16	14	2			4.43
20. Match requirements of a career with my interests.	21	8	2			4.46
21. Have my standardized test scores interpreted to me.	9	10	8	2		3.53
22. Know how my aptitudes relate to work.	8	17	4			3.75
23. Talk about personal concerns with a counselor.	5	9	9	4	3	3.09
24. Get help in finding a job after graduation.	21	7	3			4.43
25. Be interested in my courses.	17	12	2			4.34

Table 3
(Cont.)

How Important are the Following to You	Degree of Personal Importance					$\bar{X}_w$
	Very High	Fairly High	Moderate	Fairly Weak	Not at All	
26. Know what jobs are available to me.	22	6	3			4.46
27. Have someone listen to me when I have a problem.	15	7	6	1	3	3.54
28. Be more tolerant of views with which I differ.	7	12	11	1		3.58
29. Have classes on career planning.	12	6	11		2	3.83
30. Get help finding part-time work.	14	12	5			4.29
31. Learn how to tell others how I feel.	7	11	7	5	1	3.58
32. Get information about job opportunities.	12	10	7	2		4.03
33. Have a counselor help me select courses.	4	10	10	5	2	3.29
34. Know more about specific jobs.	14	10	7			4.22
35. Better understand adults.	6	15	8	2		3.80
36. Know what volunteer work is available.	3	11	8	6	3	3.16
37. Have good study conditions at home.	11	7	7	4	2	3.67
38. Find courses which are not too difficult.	6	12	9	3	1	3.61
39. Have teachers relate subject matter to occupations.	8	9	9	2	2	3.45
40. Know how my abilities relate to work.	12	16	2			4.19
41. Understand how my feelings affect my behavior.	13	12	3	2		4.06
42. Know what prior training is needed for a particular profession.	21	5	3			4.32
43. Have access to a counselor at the right time.	6	14	5	3	2	3.51

Table 4
Effects of the Career Education Class **
as measured by the Career Maturity Inventory

Scales	Instructor A			Instructor B			Instructor A & B		
	Pre	Post	df	Pre	Post	df	Pre	Post	df
Attitude									
1. Decisiveness	6*	6.2	.2	5.6	NA	-	-	NA	-
2. Involvement	9.5	7.9	-1.6	8.5	NA	-	-	NA	-
3. Independence	9.1	8.4	- .7	8.9	NA	-	-	NA	-
4. Orientation	8.2	8.4	.2	7.9	NA	-	-	NA	-
5. Compromise	5.9	5.9	0	5.4	NA	-	-	NA	-
Competence									
1. Self-appraisal	14.1	12.5	-1.6	13.0	13.0	-.9	-	13.8	-
2. Occupation Information	14.9	15.5	.6	15.8	16.1	.3	-	14.1	-
3. Goal Selection	13.5	15.4	1.9	14.4	14.9	.5	-	14.9	-
4. Planning	13.0	13.8	.8	11.4	14.2	2.8	-	14.1	-
5. Problem Solving	9.9	10.4	.5	9.0	9.0	0	-	10.5	-
Counselling	31	34.3	3.3	35.7	37.0	1.5		36.3	

* All entries are average raw scores

** Ninth grade
none of the differences (df) shown are significant

Table 5
Comparison of EBCE Students' Performance
on the Career Development Inventory

Year	Instructor	Sub-scores			Total
		1	2	3	
1976-77	A	111	248	16	375
1977-77	A	107	251	18	376
1978-79	A	107	242	17	371
Non-EBCE	Sample	102	258	8	368

Note: 1. All scores are from a second semester administration of the measure.

2. No differences are significant.

f. Community Resource Utilization

During 1978-79, there were 57 secondary vocational education teachers in the Great Falls school district. Their use of Community Resources, by school, is shown below:

School	Number of Resources Used
Great Falls High School	56
C. M. Russell High School	38
North Junior High	25
East Junior High	7
West Junior High	3
Paris Gibson Junior High	11
TOTAL	140

This useage included 102 speakers who came to the schools and 38 field trips. Twelve of the field trips were conducted by one agri-business teacher.

The uneven distribution of use suggests that project staff should ensure that teachers are aware of the Community Resource Center and facilitate their use of this service. It also appears that the project staff should ensure close coordination between development of the Community Resource Center and site recruiting for other EBCE activities. In the absence of such coordination, several resources could be contacted several times, resulting in poor public relations.

g. Evaluation of existing programs

Emphasis here was on different dimensions of the vocational education program; especially those in which students spent some time in the community, such as the

cooperative work and work experience programs.

Presented in Table 6 are employer performance ratings for cooperative work students. It is apparent that employers were generally satisfied with student performance in the traits assessed.

Table 6

Employer* Performance Ratings
of
Cooperative Work Students

Work Category	$\bar{X}_w$ Rating**
Job/Technical Skills	3.61
Use of Skills on-the-job	3.73
Quantity of Work Produced	3.65
Quality of Work Produced	3.73
Understanding Assignments	3.83
Attitude	3.79
Relations with Others	3.82
Responsibility	3.78

* N = 40

** Rating scale: 1 = Don't know; 4 = Good

Cooperative Vocational Education students in the Industrial Cooperative program were asked if they had a career goal and what resources were used in formulating that goal. Their responses are shown below:

1.	Do you have a career goal?	yes	91%
		no	9%
2.	Have you taken any tests to help identify personal Interests?	yes	100%
		no	-0-
3.	Was there information you wanted but could not obtain?	yes	38%
		no	62%

Types of information wanted, but not available, included:

1. Better counselling
2. Names and addresses of vocational schools

Over 80% of those wanting more information said that counsellors either did not have the information, were unwilling or unable to provide the information, or that counsellors did not have time to give it to them.

H. Conclusions and Recommendations

1. General Conclusions

a. The career and vocational education model being used in the Great Falls Public Schools is congruent with recommendations made by several national organizations such as the Carnegie Council, Rand Corporation, PDK and the National Panel on Education of Adolescents. Major features include:

(1) emphasis on development of personal values

(2) focus on generic problem-solving skills which are based upon essential cognitive skills (communication and mathematics)

(3) active involvement of the community in providing students with necessary learning experiences.

b. Strategies used to accomodate variance in student abilities and interests have proven effective and should be expanded. A key factor has been to ensure that students perceive their experiences as meaningful and relevant.

c. Additional work is needed in the area of coordinating placement activities to relieve some of the schools' work-load. There exist several government supported agencies which are each oriented to the same basic mission. Closer coordination would result in students receiving assistance from the best available resource.

d. Additional work is needed in follow-up activities. However, this should not be a sole responsibility of the school. Several other agencies, private and public, should assume equal responsibility. These include business, labor, and post-secondary education.

e. As in the past, it has proven impossible to establish causal relationships between career education activities and significant changes in achievement or attitude.

f. The staff activities oriented to heightening community awareness of the need for, and potential of greater involvement have proven effective. This was the result of careful and tactful site recruitment, student placement and careful supervision provided by the staff.

g. Major problem areas remain the same, including transportation, labor laws and meaningful placement. These problems are not unique to Great Falls. Some attention to their resolution at the national level would be useful.

2. Recommendations

a. That continued emphasis at the local, state and national levels be placed upon an instructional procedure that:

(1) narrows the differences between vocational and general education;

(2) ensures students acquire vocational skills of most value (such as problem solving); and

(3) provides for sufficient flexibility to accomodate variance in individual student abilities, interests and values.

b. That increased emphasis be placed on strategies to effect change in education such that successful EBCE components may be more readily integrated.

****

APPENDICES

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Relationship of EXPERIENCE BASED CAREER EDUCATION Elements to Great Falls Public Schools Career Education Program

		INSTRUCTIONAL STRATEGIES									EMPLOYER/ COMMUNITY RESOURCES			STUDENT SERVICES			MANAGEMENT			
		Career Explorations	Special Placement	Individual Student Learning Plan	Learning & Skill Building Levels	Student Journals	Projects	Competency Certification	Learning Resources	Employer Seminars	Employer Recruitment & Orientation	Site Analysis Techniques	Employer/Instruction Development	Program Entry/Exit	Student Records	Guidance	Program Planning	Business Management	Personnel	Community Relations
COMMUNITY BASED	Cooperative Vocational Education		x				x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Internship Program	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Work Experience									x		x		x	x	x			x	x
	Work Experience Career Exploration Program	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Voluntary Community Service					x				x	x	x	x	x	x	x			x	x
	Vocational Education	x	x	x	x					x	x	x	x		x	x	x	x	x	x
SCHOOL BASED	Cooperative Vocational Educ. (related class)		x	x			x	x	x	x		x		x		x	x	x	x	x
	Internship Program	x	x	x	x	x	x	x	x	x		x		x	x	x	x	x	x	x
	Work Experience									x		x				x	x		x	x
	Work Experience Career Exploration Program	x	x	x	x	x	x	x	x	x		x		x	x	x	x	x	x	x
	Voluntary Community Service									x		x				x			x	x
	Vocational Education	x	x	x	x		x	x	x	x		x		x		x	x	x	x	x

Appendix B

Proposal for an
Alternative Vocational Education Program

C. BODY OF THE PROPOSAL

1. Problem

In 1973-74, Great Falls School District #1 conducted a study of school dropouts. Data from that study indicated that fifty-two percent (52%) of students responding to the interview were not working. Fourteen percent (14%) were working full-time; ten percent (10%) were working part-time. The remainder had entered the military, the Job Corps, some other type of training, or had gotten married.

Eighty-nine percent (89%) of students interviewed reported that they had no job skills at the time they left school, and a total of seventy-three percent (73%) indicated a need for work-study and/or vocational courses. Therefore it is assumed that the jobs these students are able to find do not have the potential of leading to economic independence and that they frequently have little of no relationship to the career aspirations or aptitudes of the students.

A significant number of these students appear to be unwilling or unable to return to a traditional school setting in order to receive the training they say they need. Forty-six percent (46%) of the students responded negatively to a question regarding how they felt about returning to school, although half (50%) indicated they would be interested in other types of training.

Another group of disadvantaged students needing special guidance and training is teenage parents. Records from Columbus and Deaconess hospitals indicated that there were 155 births to girls age 18 and under in 1978. School records indicate that few 8th, 9th, or 10th grade mothers will finish high school.

Adult Basic Education Programs, the Vocational Education Programs at the Vocational-Technical Center, and Employment Service training programs

are not available to 14-16 year olds who have left high school.

Great Falls has a sizable urban Indian population. In 1976-77 there were 253 Indian students enrolled in grades 7-12. Nearly seventeen percent (16.9%) of these students dropped out during that year. The district Indian Education staff has indicated the need for an open-entry, open-exit alternative for these students.

All this data would seem to indicate the need for a program in an alternative setting that is capable of responding in a sensitive way to the needs of all these students to enable them to be able to function successfully in the adult world. The person conducting the interviews for the Student Dropout Report made the following observation: "Although they don't verbalize it as such, these students are striving to assume an adult role which they seem to equate with having a job, earning money, and being independent."

An initial problem one encounters in attempting to serve these students is finding them and informing them of the options and services available to them. Approximately thirty to thirty-five percent (30-35%) of the students who were interviewed just drifted away from school, giving no one an opportunity to work with them. Only fifteen percent (15%) reported any assistance by school staff in considering possible jobs, and only twenty-nine percent (29%) reported assistance in considering options for some type of further education.

The need for meaningful contact between the dropout and the school -- and especially the need for home contact by a regular member of the school staff was stressed in both the recommendations of the interviewer and the Committee on Dropouts.

In summary, the target population to be served by this project (academically and economically disadvantaged students who are dropouts, potential dropouts, and/or teenage parents) have a variety of needs, the first of which

is for outreach services. Because of their unique problems, a modified curriculum in an alternative setting in which these students can earn high school credits leading to a diploma, is needed. Vocational guidance is necessary to assist them in determining their interests, aptitudes, and abilities in order to establish short and long range goals. Personal counseling to assist them in identifying and dealing with perceived barriers preventing them from achieving their goals is necessary. Assistance in developing confidence and in assuming responsibility is essential. An opportunity to do career exploration and reality-testing of identified occupations should be provided. Employability skills, such as filling out application forms, writing resumes, interviewing, knowing employer expectations, and ability to deal with job-related problems, are critical needs. Levels of functioning in the basic skills areas of reading, math and communications should be diagnosed in order to best determine the most appropriate program for each student. In addition, the relationship between these basic skills and students' vocational objectives needs to be articulated. In order to become self-sustaining adults, life skills, such as money management, consumer transactions, interpersonal relations, and decision-making need to be developed. Students should be provided an opportunity to develop entry level employment skills and should receive assistance in exploring post-secondary educational programs and/or job options.

In addition, the teenage parents have a particular and more critical need for assistance in preparing for the birth of their babies, a knowledge of child development (especially prenatal and early childhood), child care skills, and a knowledge of the impact of nutrition on child development.

A variety of methods must be employed to meet these diverse needs. Curricula must be designed that is flexible enough to respond to the individual needs of students. The fact that students drop out at various times in the

semester and are at different grade and skill levels must be taken into account. However, some students lack the necessary self-direction required to work independently and appear to need a more structured environment. Other students have a need for group interaction and discussion. Whenver possible, opportunities should be provided for experiential learning which puts students in direct and meaningful contact with the adult working world.

Some accommodation should be made for students of school age who work during the day or who, for one reason or another (unavailability of child care, family problems, etc.) are unable to attend school during traditional school hours. In the past school districts have not paid adequate attention to this latter group. This need was evidently expressed by students interviewed for the Dropout Study (although no specific question relating to this need was asked). The interviewer recommended that extended-day and work experience programs at the high school level be offered. This recommendation was reinforced by the suggestion of the Committee on Dropouts that classes could be offered after school and in the evening for students who cannot attend during the regular school day.

2. Objectives

The overall objectives of the Great Falls Career/Vocational Education Alternative Program are to:

1) Provide outreach, vocational guidance, and personal counseling services;
2) Provide an alternative setting, and a modified curriculum with flexible scheduling in which academically and economically disadvantaged students can earn credits toward a high school diploma;
3) Provide opportunities for students to be involved in pre-vocational "hands-on" experiences and to develop vocational and employability skills;
4) Provide for the special needs of teenage parents with assistance in preparing for the birth of their babies and instruction in child care and development, nutrition, etc.;
5) Provide an opportunity for students to develop life survival skills; and
6) Provide the most appropriate placement for each student.

3. Procedures

The procedures used to achieve the above objectives are briefly described below. Specific objectives and procedures are detailed in Chart I.

a) Instructional Services

Several different types of classes and instructional strategies designed to meet a variety of needs and different learning styles will be offered:

1) Opportunities to earn credits toward a high school diploma will be provided using the following methods of instruction:
   - individualized instruction, alternative teacher-led classes, and modularized classes to provide basic skills in both required and elective subject areas
   - classes offered both during the day and at night
2) Classes and activities designed to provide opportunities to develop pre-vocational, vocational and employability skills will be offered such as:
   - classes which allow for experiential learning and "hands-on" career exploration
   - individualized typing class
   - Office Job Training explorations
   - a self-contained audio-visual unit on job seeking skills
3) Units specifically designed to meet the needs of the pregnant teenager and/or teenage parent will be included within the curriculum.
4) Classes to assist students in developing life survival skills in the Home Economics and Consumer Economics areas will be available.

In addition, a procedure will be developed to provide access to all classes offered in the Great Falls Public Schools.

b) Supportive Services

Vocational guidance and personal counseling services will be available to all Alternative Program students.

In addition, a system will be developed to facilitate students' return to the traditional school setting, to monitor their progress, and to provide necessary support to both the students and their instructors.

c) Facilities and Equipment

Facilities and equipment will be adequate to carry out program objectives and will be described in more detail in the facilities and equipment section of the proposal.

d) Recruitment and Enrollment

The program will include outreach services to identify dropouts and potential dropouts to inform them of the options and services available to them.

An assessment system will be developed, and the enrollment system refined.

e) Job Placement and Follow-Up

A system to provide the most appropriate placement for each student will be developed.

A follow-up procedure will be designed and implemented.

f) Indirect Costs

Indirect costs will include costs of such things as purchasing department, payroll, computer accounting services, and inventory control.

8. Coordination With Other Programs

The Great Falls Career/Vocational Education Alternative Program will be closely coordinated with a proposed new district dropout prevention program.

There will also be close coordination with the regular district vocational education program, and efforts will be made to establish a procedure that will enable Alternative Program students to have access to those regular vocational education classes. Mainstreaming of alternative program students back into the "home high schools" will also be encouraged.

Collaborative efforts will be pursed with the County Juvenile Authority, Wesley Center, Indian Education Center, Opportunities, Inc., Youth Employment Corps, Montana State Job Service, County Social and Rehavilitative Services, Community Mental Health Center, Adult Education, Special Education, Vocational-Technical Programs, the Career/Vocational Education Department, and Home-School Coordinators for the district Indian Education Program.

In addition, supportive services for students will include community service agencies such as Lutheran Social Services (social worker), Expanded Nutrition Program - Extension Service (nutrition and consumerism), Focus on Children (day care), Public Health Agencies, Family Planning (personal-social relationships), Junior League of Great Falls (volunteers), and S.R.S. (social workers and day care operation).

Other city, county, and state agencies, local businesses and on-going school district programs will be utilized when appropriate.

Appendix C

EXPERIENCE-BASED
CAREER EDUCATION

RESOURCE OPINION SURVEY 1979

CITY OR TOWN:_____

PRIVATE SECTOR:_____ (check one)

PUBLIC SECTOR: _____

During the current school year, you have been participating with students in a new career preparation program -- Experience-Based Career Education (EBCE). Your contributions to students have helped to make the program possible. Your perceptions of the program will be valuable to the school with whom you are cooperating as well as to the program's funding agency, the Governer's Employment and Training Council. We will be very appreciative if you will take a few minutes to fill out this questionnaire and mail it to:

Penny Van Duym
State EBCE/CETA Coordinator
Great Falls Public Schools
P.O. Box 2428
Great Falls, MT 59403

We are evaluating the programs statewide. All information will be treated confidentially; it is not necessary to sign your name. Thank you for your cooperation.

1. When did you first host students at your workplace?

(Circle one number)

Before last fall 1
Last fall (1978) 2
This spring 3

2. How many different students have visited your site this school year?

_____ in work-experience placements
_____ in job-sampling visits

3. At your site, how many staff persons including yourself have worked with students during the past year?_____

4. Has participation in activities with students taken more or less time than you originally expected?

(Circle one number)

Definitely Less			Definitely More
1	2	3	4

5. In general, what did students do at your site? Please circle the number that is the best estimate of the amount of students' time spent in that activity.

(Circle one number on each line)

	No time	Little time (less than 10%)	Some time (10-25%)	Much time (more than 25%)
Planning their site activities	1	2	3	4
Talking about jobs and careers	1	2	3	4
Observing site activities	1	2	3	4
Participating in site activities	1	2	3	4
Learning job or career skills	1	2	3	4
Talking about personal interests	1	2	3	4
Other activities (Please specify) _____	1	2	3	4

6. From your own observation, how much do you feel that your site has been able to offer students in the way of learning experiences?

(Circle one number on each line)

How much opportunity did the students have to learn in the area of:	None	Little	Some	A Lot
a. Learning about careers and jobs	1	2	3	4
b. Planning for a career or careers	1	2	3	4
c. Learning job-seeking skills	1	2	3	4
d. Learning how to do a particular job	1	2	3	4
e. Improving reading skills	1	2	3	4
f. Improving writing skills	1	2	3	4
g. Improving math skills	1	2	3	4
h. Improving listening and speaking skills	1	2	3	4
i. Thinking through and solving problems	1	2	3	4
j. Improving skills in working with other students	1	2	3	4
k. Improving skills in working with adults	1	2	3	4
l. Accepting many different ideas and backgrounds of people	1	2	3	4

7. How satisfactory was your interaction with students?

(Circle one number on each line)

	Never satisfactory	Sometimes satisfactory	Usually satisfactory	Always satisfactory
Student interest in site activities	1	2	3	4
Student behavior at the site	1	2	3	4
Student reliability in keeping commitments	1	2	3	4
Student management of time	1	2	3	4
Other (please specify)	1	2	3	4

8. How important to you are the following reasons for participating as a resource person in the EBCE program?

(Circle one number on each line)

	Not important	Somewhat important	important	Very important
Giving students new learning experiences	1	2	3	4
Giving students career information	1	2	3	4
Helping students grow and mature	1	2	3	4
Working with professional school staff	1	2	3	4
Participating in a new community program	1	2	3	4
Increasing community awareness of my organization	1	2	3	4
Increasing my understanding of youth	1	2	3	4
Other (please specify)	1	2	3	4

9. How valuable do you feel job-sampling experiences at actual work sites are to students?

(Circle one number)

Not valuable — Very valuable

1.....2.....3.....4

10. Do you plan to continue to participate with students?

(Circle one number)

Definitely no — Definitely yes

1.....2.....3.....4

Resource Organization Guide

Career family:

Subject area:

Package:

If you are interested in Human Services the Mental Health Center might well be a gold mine for you. Serving Great Falls and the surrounding area, the Mental Health Center has a wide variety of interesting career possibilities. Career possibilities range from clerical to psychiatrists; from those requiring a minimal amount of training to those requiring advanced degrees and training.

RO Contact Person:	Ms. Ginny Swanson
Phone:	761-2100
RO Coordinator:	Dr. William Taylor Youth & Family Services St. Thomas 3200 Central Avenue
Phone:	761-1552
RO Coordinator:	Ms. Andre Deligdisch Adult Outpatient Upstairs Holiday Village Shopping Center
Number Of Students That Can Participate At One Time:	Two
Prerequisites:	1. Students should dress neatly and clean. 2. Students must be able to maintain confidentiality of sensitive information they may observe or hear.

During an Orientation you will be able to discuss the structure of the Mental Health Center, the types of services available, the different professions and fields represented, the mission and purpose of the Mental Health Center, and possible exploration ideas. You will be able to tour the facilities and meet several staff members.

The Exploration experience will be divided into two separate sections, Adult Outpatient and Youth and Family Services. Due to the confidentiality of much of the Mental Health Center's business, direct contact with clients will be minimal, if at all. The third section of the Mental Health Center--Alternative Services--will be available only for an orientation experience.

RELATED READING, INFORMATION SOURCES

1. Pamphlets and brochures
2. Sociology and psychology
3. Cascade County Social and Rehabilitation Services
4. Lutheran Social Services
5. Court of Conciliation
6. Private Practice (yellow pages)
7. Deaconess and Columbus Hospitals
8. Pastors and Ministers
9. Juvenile Intake, Supervision, and After-Care
10. Adult parole and probation

Resource Organization Guide

Career family:

Subject area:

Package:

"Interest and dedication are the most important characteristics of a good teacher," says Mr. Robert Deming and Miss Lucille Krajacich of the Montana School For The Deaf and The Blind. Mr. Deming, the Assistant Superintendent began his professional career as a teacher adn and counselor twenty-eight years ago. He has steadily risen through the ranks, serving as principal for fourteen years, and was recently named Assistant Superintendent for the school.

Miss Krajacich began her professional career nine years ago, serving five years as a teacher and four years as supervisor of the program for the Hearing Impaired.

RP Name: Bob Deming or Lucille Krajacich

Company: Montana School For The Deaf and The Blind

Address: 3911 Central Avenue, Great Falls, MT 59405

Transportation: Go east on Central Avenue just past 38th Street. Look for the school sign on the north side of Central Avenue.

Phone: 453-1401

Hou Hours: 8:00 A.M. - 4:30 P.M.

In the Orientation you can discuss your interests and possible project titles with Mr. Deming or Miss Krajacich. You can take a tour of the school and observe classes in session. Mr. Deming or Miss Krajacich will provide information about the overall operation of the school including student intake procedures, methods of communication, child study team process, and the roles of professionals involved with deaf, blind, and deaf/blind children. Several handouts are also available that will give information about the school.

In the Exploration you can attend child study team meetings, staff meetings, and parent/teacher association meetings. You can observe and assist teachers in the classroom and/or in a variety of social and recreational activities. You can learn how to operate a xerox machine, teletypewriter, and the various kinds of audio-visual instructional materials used in the classroom. You can also attend sign language classes if desired.

Suggested Learning Activities

ORIENTATION

1. Go on a tour of the school. Briefly compare in writing, the handicapping conditions of deafness, blindness and deaf/blind.
2. Discuss your own interests with Mr. Deming or Miss Krajacich for possible project titles.
3. Read handouts concerning the overall operation of the school.

EXPLORATION

1. Interview several students attending the Montana School For The Deaf and The Blind to get their impression of attending a special school.
2. Compare, in writing, the present day techniques of education of the handicap of your choice, with the techniques used a minimum of thirty years ago.
3. Attend a child study team meeting. Describe orally the purpose of this type of meeting.
4. Interview several teachers at the school, including a teacher who is deaf.
5. Select a student and do a case history that includes type of handicap, age of onset, grade in school, etc.

Related Reading and Information Sources

1. American Annals of the Deaf
2. Volta Review
3. Audiologist
4. Easter Seal
5. Eye, Ear, Nose and Throat Dr.
6. Ophthalmologist

Resource Organization Guide

Career family:

Subject area:

Package:

"People serving people" in the health care field is the primary duty of Blue Cross of Montana. One hundred eighty-six people are employed at Blue Cross to sell health care coverage, collect dues, and process claims. Seventeen areas including Customer Service, Dat Processing, Marketing, General Accounting, Cost Accounting, Subscriber Accounting, Underwriting and Statistics, Blue Cross Claims, Medicare Claims, Provider Audit, Mail, Stock, Ground and Building Maintenance, Printing, Purchasing, Personnel, and Internal Audit are available for orientation and exploration activities. Mrs. Arlene Haugen is the Personnel Manager and your contact at Blue Cross.

RO Coordinator:	Arlene Haugen, Personnel Manager
Company:	Blue Cross of Montana
Address:	3360 10th Avenue South
Phone:	761-7310
Hours Available To Students:	1:00 p.m. - 4:30 p.m. or as arranged
Number Of Students That Can Participate At One Time:	Orientation - 5
	Exploration - 1 per department

In the Orientation you can meet with Mrs. Haugen and discuss your interests for possible project titles. She will explain the nature and purpose of Blue Cross of Montana. She will also give you a tour of the various departments and explain their function.

Before beginning an Exploration, you must fill out a job application form and have a screening interview. You will also be attending an employee orientation program that is provided for all new employees at Blue Cross of Montana. Other exploration activities would be prearranged through Mr. Haugen. Depending upon your area of interest, you could do a variety of tasks among the following: answering the telephone, processing health claims, billing members for dues, transcribing and typing letters: machines and equipment that would be available for learning activities including calculators, typewriters, mag card typewriters, photocopy machines, dictation equipment, CRT's (on-line computer access machines), printing press, folder/inserter, key punch, postage machine, and microfilm equipment.

SUGGESTED LEARNING ACTIVITIES

ORIENTATION

1. Prepare for your Orientation by listing questions you have about Blue Cross of Montana.
2. Go on a tour of the plant with Mrs. Haugen.
3. Discuss your interests with Mrs. Haugen for possible exploration activities within a department of your choice.

EXPLORATION

1. Fill out a job application form.
2. Arrange and complete a screening interview with Mrs. Haugen.
3. Attend an employee orientation session.
4. Arrange for an exploration experience in the department of your choice.

RELATED READING, INFORMATION SOURCES

1. Procedure manuals
2. Equipment manuals

Resource Person Guide

Career family:

Subject area:

Package:

The Word Processing Center is responsible for copy work, typing, and secretarial support for all of the departments at Blue Cross of Montana. Miss Sue Cox is the supervisor of the Center and has been employed at Blue Cross for the past ten years. She is responsible for the overall operation of the Center, insuring that work is performed quickly and of high quality.

RP Name:	Sue Cox
Contact Person:	Arlene Haugen - Personnel Manager
Company:	Blue Cross of Montana
Address:	3360 10th Avenue South
Phone:	761-7310
Hours Available to Students:	1:00 p.m. - 3:30 p.m. or as arranged
Number Of Students That Can Participate At One Time:	Orientation - 3
	Exploration - 1

During the Orientation you can discuss your own interests for possible project titles with Miss Cox. She will give you a tour of the Word Processing Center and explain its function and purpose. You can also accompany the Center Assistant as she goes on rounds gathering material for processing.

Before beginning an Exploration you must complete a resume, fill out a job application form and have a screening interview. You will also be attending an employee orientation program that is provided for all new employees at Blue Cross of Montana. In the Word Processing Center you can do the following tasks: operation of the copier, making rounds through the building to drop off completed material and pick up material to be composed, read wires from a teletype and type the information on forms, work on a mag card machine, transcription, typing from handwritten materials, and operate the composer. Typing ability will allow you to make maximum use of this department at Blue Cross of Montana.

SUGGESTED LEARNING ACTIVITIES

ORIENTATION

1. Discuss your own interests with Miss Cox for possible project titles.
2. Observe the functions performed by the employees in the Word Processing Center. Discuss your findings with your Learning Coordinator.
3. Accompany the Center Assistant as she makes her rounds dropping off completed material and picking up new material to be composed.

EXPLORATION

1. Prepare a resume for review by Mrs. Arlene Haugen, Personnel Manager.
2. Fill out a job application form.
3. Arrange and complete a screening interview with Mrs. Haugen
4. Attend an employee orientation session.
5. Learn how to use the copier.
6. Make rounds throughout the building dropping off completed material and picking up new material to be composed.
7. Read wires from the teletype and type the information on forms.
8. Learn how to use the mag card machine be performing sample of actual tasks as required by Miss Cox.
9. Type information from dictation equipment and handwritten material.
10. Learn to operate the composer be performing sample or actual tasks as required by Miss Cox.

RELATED READING, INFORMATION SOURCES

1. Mag Card Manuals
2. Composer Manual
3. Dictators Manual
4. Orientation Manual that gives information to all Blue Cross Employees about the function of the Word Processing Center.
5. History of the Word Processing Center
6. Other reading recommended by Miss Cox.

Resource Person Guide

Career family:

Subject area:

Package:

The Microfilm Department at Blue Cross of Montana is primarily involved in sorting, filing, and filming all documents processed by the company. The department also lends assistance to compnay personnel in retrieving stored documents. Mrs. Betty Estell is the Microfilmer for the company, and will assist you in learning activities related to this department.

RP Name:	Betty Estell
Contact Person:	Arlene Haugen - Personnel Manager
Company:	Blue Cross of Montana
Address:	3360 10th Avenue South
Phone:	761-7310
Hours Available To Student:	1:00 p.m. - 3:00 pm.m or as arranged
Number of Students That Can Participate At One Time:	Orientation - 3 Exploration - 1

During the Orientation you can discuss your own interests with Mrs. Estell for possible project titles. You can observe employees at work in the department. Mrs. Estell will explain the procedures used in the department for copying, storing, and retrieving information.

Before beginning an Exploration you must complete a resume, fill out a job application and have a screening interview. You will also be attending an employee orientation program that is provided for all new employees at Blue Cross of Montana. In the Microfilm Department you can learn how to sort and file information to be filmed. You can learn how to operate the following equipment: oracle terminal retriever, oracle microfilmer, film splicer, and Fiche machines. You can also learn how to clean and load these machines.

SUGGESTED LEARNING ACTIVITIES

ORIENTATION

1. Discuss your own interests with Mrs. Estell for possible project titles.
2. Observe the functions of the employees in the Microfilm Department. Discuss your findings with your Learning Coordinator.
3. Make a list of the equipment that is used and its function.

EXPLORATION

1. Prepare a resume for review by Mrs. Arlene Haugen, Personnel Manager.
2. Fill out a job application form.
3. Arrange and complete a screening interview with Mrs. Haugen.
4. Attend an employee training session.
5. Sort and file information to be filmed.
6. Learn how to use the oracle microfilmer, oracle terminal retriever and Fiche machines.
7. Clean and load the oracle microfilmer and oracle terminal retriever.
8. Cut and splice film that has been developed.

RELATED READING, INFORMATION SOURCES

1. Oracle Microfilmer Manual
2. Oracle Terminal Retriever Manual
3. Film Splicer Manual

Resource Person Guide

Career family:

Subject area:

Package:

"If you are excited while in the classroom, then students will also get excited," says Mrs. Debi Knuth of the Montana School for the Deaf and the Blind. Mrs. Knuth teaches several subjects in the program for the deaf and serves as the art teacher for deaf, blind, and deaf/blind students. She has been teaching at the school for the past four years. Previous to her teaching experience, she attended the University of Northern Colorado and received her teaching degree in teaching the deaf.

RP Name:	Debi Knuth
Company	Montana School for the Deaf and the Blind
Address:	3911 Central Avenue, Great Falls, Montana 59405
Transportation:	Go east on Central Avenue just beyond 38th Street. 38th Street. Look for the school sign on the north side of Central Avenue.
Phone:	453-1401
Hours:	8:00 A.M. - 4:30 P.M.
Best Hours To Call:	11:15 A.M. - 12:00 P.M. or make arrangements to call at home residence after 6:00 P.M.

In the Orientation you can discuss your interests and possible project titles with Mrs. Knuth. You can observe a variety of handicapped students in a classroom environment. You can help individual students with their projects. You can also attend a planning conference between Mrs. Knuth and her supervisor.

In the Exploration you can bring ideas for a class aret project. Mrs. Knuth will assist you in developing this adea into a lesson plan. You can then put this idea into practice by teaching the class. Mrs. Knuth will give you information on how well you did in this teaching experience.

Suggested Learning Activities

ORIENTATION

1. Discuss your own interests with Mrs. Knuth about possible project titles.
2. Observe Mrs. Knuth teaching her classes.
3. Compare in writing, the techniques used in teaching the deaf with those used with the blind.
4. Help individual students with their projects.

EXPLORATION

1. Prepare a mock lesson plan and have Mrs. Knuth critique it.
2. Review several art books assigned by Mrs. Knuth for possible ideas for a class art project.
3. Interview a parent of a deaf child.
4. Interview a parent of a blind child.
5. Plan an art lesson with the help of Mrs. Knuth, and teach one of her classes.

Related Reading and Information Sources

1. American Annals of the Deaf
2. Volta Review
3. Various Books recommended by Mrs. Knuth
4. Audiologist
5. Speech Therapist
6. Parent
7. Opthalmologist

Experience-Based Career Education | RESOURCE SITE ANALYSIS WORKSHEET

NAME _____ TITLE _____

ORGANIZATION _____

ADDRESS _____

TELEPHONE _____ BEST HOURS TO CALL _____ HOURS AVAILABLE TO STUDENTS _____

TYPE OF COMPANY: [ ] *Non-profit* [ ] *Commercial* NUMBER OF EMPLOYEES _____

NATURE OF ORGANIZATION/DEPARTMENT: _____

_____

NUMBER OF STUDENTS WHO CAN PARTICIPATE AT ONE TIME _____

LEVELS OF INVOLVEMENT AVAILABLE TO STUDENTS:

[ ] *Orientation* [ ] *Exploration* [ ] *Investigation*

ACTIVITIES AVAILABLE TO STUDENTS *(please check)*:

[ ] *Discussions*
[ ] *Observation*
[ ] *Attend organization meetings*
[ ] *Attend professional or union-affiliated meetings*

Student Participation:
[ ] *Sample tasks*
[ ] *Actual tasks*
[ ] *Equipment (specify)* _____

_____

BASIC SKILLS WITH WHICH THE RESOURCE WILL ASSIST STUDENTS *(please check)*:

[ ] *Reading* [ ] *Oral communications* [ ] *Writing* [ ] *Mathematics*

IS THE RESOURCE AVAILABLE TO GUEST-LEAD STUDENT DISCUSSION GROUPS? [ ] *Yes* [ ] *No*

IS THE RESOURCE AVAILABLE TO VISIT THE SCHOOL AND MAKE A FORMAL PRESENTATION ABOUT HIS/HER PROFESSION? [ ] *Yes* [ ] *No*

PRIMARY DUTIES: _____

_____

_____

PHYSICAL ENVIRONMENT OF JOB: _____

_____

_____

KNOWLEDGE AND SKILLS UTILIZED ON JOB: _____

_____

_____

PREREQUISITES NECESSARY FOR STUDENT PARTICIPATION: _____

_____

_____

WHAT WILL THE RESOURCE DISCUSS WITH STUDENTS?

WHAT CAN STUDENTS OBSERVE?

OTHERS AT SITE WITH WHOM STUDENTS CAN MEET OR WORK:

THINGS A STUDENT CAN DO:

Without prerequisites

With basic skills competence

With job specific skills (e.g., typing)

HOW CAN A STUDENT DEVELOP SKILLS WHICH WILL ENABLE HIM TO PARTICIPATE AT THIS SITE?

RELATED READING:

RELATED RPS, ROS, OR CRS:

PERSONAL DATA AS APPROPRIATE AND RELEVANT:

Previous education and experience

Hobbies and avocational interests

Appendix F

Experience-Based Career Education

STUDENT PROJECT PLAN

STUDENT [redacted] PROJECT NO. 1 PACKAGE _____

LC APPROVAL _____ DATE _____ DATE PROJECT STARTED 3-13-79

TECHNICAL ADVISOR(S) (If any) Jack Kieth, Bob Gault

I. PROJECT DESCRIPTION

A. Title _____

PLANNED CREDITS	EBCE Credits
Subject Area(s) 1.	
2.	
3.	

B. Theme (Please give a brief description of your project) How to perform a Complete Blood count, What kind and how to take tests on patients What equipment and how to use them

C. Questions to be Investigated:
What kind of bacteriology cultures do you work with?
what are radio amino acids
What kind of urine test do you do? and How
What chemicals do you use for the varied tests?
What is a spectrophotometer?
What is a refractometer?
How do you make the Bacteriology Cultures?
How do you go about doing a Coagulation test?

FOR LEARNING COORDINATOR USE ONLY

Mid-Term Review	Initials	Date	End-of-Term Review	Initials	Date

II. IDENTIFICATION OF RPs, ROs, & CRs

A. Completed Visits (Identify resources already visited for Orientation)

Resource Name	Address	Phone	RP	RO	CR	Hours Spent
Police Department	South of Civic Center	727-5881		X		2
Deconess Lab	1101 26th St. So	761-1200		X		2
Base Lab	MAFB Lab	731-2446		X		1

B. Planned Visits (Identify the resources you PLAN to work with. Repeat names from above if you plan additional visits. Your project MUST include an Exploration with at least one RP or RO.)

Resource Name	Address	Phone	Acty *Level O	E	I	RP	(RO)	CR	Est. Hours
Deconess Lab	1101 26th St. So.	761-1200		X			X		8
Skip Heath	MAFB Lab	731-2446		X		X			16

* O = Orientation; E = Exploration; I = Investigation

C. Related Reading/Research (Give Titles and Authors) The Disguised Disease Anemia by, Lawrence Galton; A Commonsense Guide to Doctors, Hospitals and Medical Care by: Richard H. Blum; National Tuberculosis Association, by: Richard Harrison Shryock; Clinical Laboratory Procedures Bacteriology

III. SPECIAL REQUIREMENTS OR PREREQUISITES NECESSARY FOR SITE VISITS (See Resource Guides. Some sites require special insurance, health certificates, etc.)

A. Prequisites _____

B. Materials or Equipment _____

IV. ESTIMATED TIME REQUIRED FOR THE FOLLOWING ACTIVITIES

A. Site Visits _____ Hrs. Product Production _____ Hrs.

B. Reading _____ Hrs. Other (specify) _____ Hrs.

TOTAL HOURS _____

LAST DATE FOR COMMITMENT TO COMPLETE PROJECT _____

PLANNED PROJECT COMPLETION DATE _____

Experience-Based Career Education

PROJECT SKETCH

Use this form to plan your resource Orientations. Obtain your Learning Coordinator's approval before visiting a resource.

STUDENT [redacted] LC Gary Ruder DATE 4-24-79

I. AREA OF INTEREST *(List the specific career, subject, or issue area you want to explore as a possible project)*

Medical Technologist or a Pathologist.

II. WHAT QUESTIONS DO YOU WANT TO INVESTIGATE TO LEARN MORE ABOUT THIS AREA OF INTEREST?

1. What tests do you do on patients?
2. What kind of tests do you run in the labs?
3.
4. What equipment do you use and
5. how do you use it?
6. What do you like or dislike about your
7. job? Do you do radio amino assay tests
8. on Pregnant women?

III. WHAT RESOURCES WILL YOU USE?

(RP)/RO/CR *(Circle one)* Lieutenant Heath Phone 731-2446

Address Base

RP/RO/CR *(Circle one)* _____ Phone _____

Address _____

RP/RO/CR *(Circle one)* _____ Phone _____

Address _____

OTHER RESOURCES *(Give name of person or title and author of books, articles, etc.)*

I HAVE READ THE RESOURCE GUIDE(S) [ ]Yes [X]No If not, give reasons: Didn't wasn't ready - Just send it - 4-25-79

APPROVED BY LC Gary Ruder DATE 4-25-79

LC FOLLOW-UP

[X] The student has decided to do a project in this interest area.

[ ] The student has decided not to pursue this interest further because: _____

TAKE YOUR COPY OF THIS SKETCH WITH YOU TO GUIDE YOUR ORIENTATION ACTIVITIES WHEN VISITING RESOURCES.

Distribution: Original (White) - LC/files; Yellow - Student; Pink - Resource Analyst

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STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION
(See instructions on reverse side)

Page :

Student [redacted] Project Title Medical Technologist

Goals and Indicators	For Indicators. Due Date	For Indicators. Evaluator	For Evaluator's Use. Date	Initials & Rating	Comments
(1) Goal 1. Learn the types of blood tests and cell types. (a) examine different. cell types under the Microscope. (b) understand importance of the blood tests. write summary about Hematology	4-6-79	Janet Rossmiller	4/4/79	JR A	seemed very interested in the procedures & asked intelligent questions - good attitude
(2) Goal 2. Learn Anticoagulation techniques (a) understand differences between prothrombin Time and partial Thromboplastin Time write summary	4-6-79	Linda Schaeffner	4/4/79	LS A	"
(3) Goal 3. Learn methods of antigen antibody Reactions and the detection of antigen-antibody reactions. (a) observe crossmatch write summary		Mary Ellen	4/5/79	Meg A	seems understanding of antigen - ab reactions. asks relevant questions. is aware of prospective Med Tech.

USE AS MANY COPIES OF THIS PAGE AS ARE NECESSARY

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STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION
(See instructions on reverse side)

Page 1 of

Student _____ LC _____ Project Title _____

Goals and Indicators	For Indicators		For Evaluator's Use		
	Due Date	Evaluator	Date	Initials & Rating	Comments
(4.) Goal (4.) Learn methods of organism isolations. (a) know how to Plate organisms. (b) know the different types of isolation media. (C) know the difference between gram positive and gram negative stains (d) Learn different biochemical reactions with the bacteria-	4-6-9	Kathy Sandefur	4/5/79	Ry A	Seemed quite ~~interested~~ in bacteriology, quick to pick up and understand principles.
(5.) Goal 5. Learn about types of urine Testing. (A) observe specific gravities testing methods. (b) observe color and appearance. (C) Learn about the Biochemical test. (d) observe ~~urine~~ urine through a refractometer and microscope ~~talk about it~~	4-6-9	Janet Rossmiller ~~Mary Grace~~	4/5/79	MJ A	Has a good understanding of the principles of urinalysis

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STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION
(See instructions on reverse side)

Page of

Student [redacted] Gary Ruder Project Title Medical Technologist

Goals and Indicators	For Indicators: Due Date	For Indicators: Evaluator	For Evaluator's Use: Date	For Evaluator's Use: Initials & Rating	For Evaluator's Use: Comments
(6.) Goal 6. Learn about gross preparations and examination of tissue. (a) examine different tissues and how to prepare them (the steps). summary	4-6	Dr. Dachs			(5) I have been asked to question 6 because I attended his performance as she observed in gross pathology. I was not here at this time and therefore can evaluate her only on the basis of the summary she wrote. On the basis of the summary it appears that she was interested, observant, and acquired a base knowledge of what is involved in the examination of surgical specimens. Bruce D Cathers M.D.
(7.) Goal 7. Learn about protein electrophoresis a) observe the process of protein electrophoresis summary					(7) She was very attentive in the principles of protein electrophoresis. We had some interesting abnormal proteins that day. Wish she could have seen them. Very good student!
(8.) Goal 8. Learn principles of radioimmunoassay summary					(8) Seemed very interested in the principles used in radioimmunoassay. She had very good background knowledge of antigen-antibody reactions. Her participation in the lab at [illegible] Her interest and participation would probably qualify her as a good Med Tech.

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Appendix G

Recruiting Materials

EXPERIENCE BASED CAREER EDUCATION

The Youth Employment Corporation, the Community, and the School working hand in hand to provide an alternative in education.

YEC	+	The Community	+	The School	=	Benefits For Students
1) work experience		1) provide career exploration sites for students		1) classroom activities and instructional materials		1) individualized program tailored to their needs and abilities
2) selection of job sites		2) provides practical information about the world of work		2) guidance by a learning coordinator		2) "learning by doing"
3) check on student progress				3) credit awarded for successful completion of program		3) career planning
						4) basic skills in reading, writing and math
						5) life skills

Eligibility Requirements

1) Enrolled in high school
2) Meet federal income guidelines
3) Enrolled in the YEC Program

introduction

Experience Based Career Education focuses on direct experience in planned learning activities, blending growth in acacemic subjects and career awareness. Activities are tailored to individual needs and goals.

Experience Based Career Education students learn how to plan activities, how to find and use community resources and how to build on experience.

The entire community is used as a school.

Students spend a portion of their day in the community at resource sites with adults in the working world. At these sites, students acquire firsthand information about what people actually do in their daily work, how they feel about what they do, and what kinds of knowledges and skills are needed to enter and succeed in particular careers. The students also test their values, interests, and abilities through actual experience.

students learn:

A. Career Development

a) career awareness - learning about the world of work

b) self-development - learning about ones' own interests, abilities, and values

B. Basic Skills

a) reading, writing, and oral communications

b) computational skills

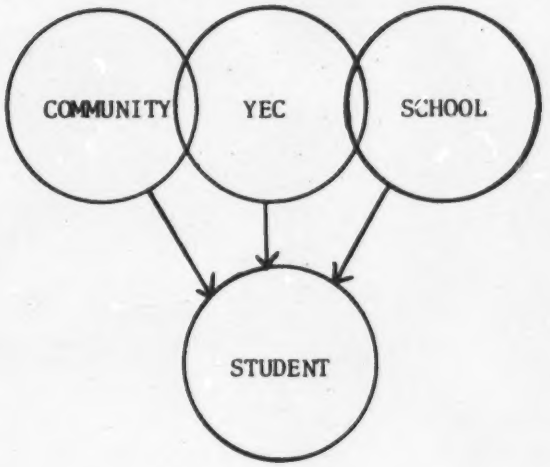
C. Life Skills

a) inter-personal - relating to others

b) inquiry - gathering information

c) problem solving

d) decision making



Community

Resource Sites

YEC

Work Stations

School

Guided Learning

OPEN YOUR WORLD TO STUDENTS

With your help, the doors can be opened to a variety of learning opportunities within the community where students can have an early exposure to the world outside school. Instead of confining students within the classroom, Experience-Based Career Education (EBCE) gives them first-hand experience with adults working in the community, making decisions, performing tasks, and coping with the day-to-day problems of living. As one adult who has worked with students in the program explains:

> "That's how I learned, by people taking an interest in me and showing me how to do things. Working with young people keeps you in touch with an important part of yourself, and even gives you a better understanding of your own job."

What Is Experience-Based Career Education?

In EBCE the role of adults -- both community participants and EBCE staff -- is to help students become adults, to help them learn how to learn, to think for themselves, make decisions, solve problems, work with others, keep their commitments, and seek guidance and assistance when they need it. A variety of competent adults in the community, with diverse backgrounds and expertise, act as colleagues in the educational process, serving as models and sharing their skills and knowledge with students.

- EBCE is career-oriented. Because occupational choices play a powerful role in shaping our sense of identity, self-esteem, and lifestyle, a focus on career preparation should be an integral part of a person's education. Since "career" is defined broadly as "one's progress through life" and not as a particular job, the EBCE notion of career preparation means providing students with a cumulative series of planned, personalized learning experiences in a wide variety of life/work settings.

- EBCE is experience-based. The focus on direct experience in the community enables students to: improve the basic skills of reading, writing, and computation by using them to solve real problems in everyday life; learn traditional subject matter in new ways; integrate learning in ways not possible in the traditional classroom; and, while developing academic skills and career awareness, learn how to deal with people in worlds as different as the auto shop, the advertising office, and the science laboratory.

- EBCE is student-centered. The student acts as planner, decision-maker, and self-evaluator within the general framework of EBCE goals and procedures.

EBCE offers something for many students in American high schools today. It is a voluntary alternative program of full-time learning, resulting in an accredited high school diploma. Students who graduate can enter college or training programs, or seek employment. EBCE is for:

* the student who has only vague notions of the "real world" and would like to explore career options through direct experience;

* the student who is "turned off" by the traditional classroom and doesn't see how most of his courses relate to his life; and

* the college-bound student who wants to explore optional career choices before setting out on a post-secondary program of study.

Since the program is a part of the public school system, there are no tuition or other costs to the students.

How Can You Help?

The key to the program's success is the Resource Person (RP) -- an adult like yourself who is willing to share knowledge, skills, and experience with interested students. A variety of Resource Persons work with students: newspaper editors, laboratory technicians, radio engineers, social workers, sportswriters, machinists, salespeople, business executives, clerks, city officials, carpenters, etc. More RPs in all occupational fields are needed. If you volunteer as an RP, EBCE staff members will meet with you to identify the kinds of learning activities you could share with students. Your relationship with a student is voluntary and its terms and duration are negotiated by you and the student. You could spend a single afternoon or several months with a student, depending on your available time and the student's needs and interests.

Your role as a Resource Person could be that of teacher, supervisor, counselor, and friend. Some things you could do are:

- Share your occupational or professional knowledge, skills, and abilities. For example, a manager of a bookstore shares her knowledge of books and business operations with students.

- Identify jobs similar to yours but requiring different experience, education, training, or skills. A nurse helps students understand the variety of careers available in the health sciences, including the careers of doctor, nurse's aide, and laboratory technician.

- Explain the organizational structure of your company and the different jobs within it. A president of a small bank familiarizes students with banking and the relationship of jobs and employees within the bank.

- Share your liesure interests and hobbies. One RP brings students into his hobbies -- lasers, stereos, cars, and archery.

- Help students match their interests and abilities with knowledge of job requirements and benefits. A certified public accountant discusses with students accounting as a career, the different job specializations within accounting, the required training, and some job benefits which accountants enjoy.

- Help students use and expand their reading, writing, and math skills while working with you. A chemist helps students develop their math skills as they help him prepare laboratory reports.

- Give students responsible, productive, and educational tasks or assignments. A designer of machinery and electronics equipment helps qualified students design and construct their own pieces of equipment.

- Help students meet, talk with, and work with other people where you are employed. One RP introduces students to the employees and different departments within his commercial printing firm. Students can then decide what aspect of printing they would like to study in detail.

These suggestions, plus many more that you, EBCE staff, and students can compile, will be organized into two levels of student involvement.

- An initial Orientation (approximately 1 to 9 hours) acquaints students with yourself, your career and job, or your organization. Activities might include guided tours, question-and-answer sessions, and meetings with staff engaged in daily routines.

- An Exploration (approximately 10 - 40 hours) enables students to get an overview of a subject, issue or career. Explorations are defined more by their purpose (to acquire a breadth of knowledge) than their length -- a student could do an Exploration lasting 100 hours. Students are required to develop project plans and provide tangible results of their Explorations: research reports, oral descriptions of occupations and professions, photographic essays, or other means of communicating what they learned.

As a Resource Person, you could be involved with students at one or more of these levels depending on your interests and available time. An EBCE staff member will discuss this with you before you meet a student.

The success of EBCE provides long-range advantages to students, employers, educators, and the community -- young people better educated to fill entry-level jobs, enter training programs, advance in their occupational roles, or enter college with a full understanding of their own goals. EBCE offers some additional advantages to you as a volunteer Resource Person:

* As a concerned adult, you can exert a positive influence on the lives of young people by helping them with their education and career choices.

* You can help break down the "generation gap" through your day-to-day exchange of opinions, values, and viewpoints with students.

* Involvement in EBCE is an opportunity for your personal growth. As you share your skills, experiences, and knowledge with a student, you can learn more about yourself.

* You can gain the satisfaction that comes from helping a student learn about himself and others, and about how to live and work in the world outside of school.

* You can utilize the resources of the EBCE program to develop your own interests, as a part of or apart from your job.

A member of the EBCE staff will contact you to find out if you would like to learn more about EBCE, or become part of this program. Thank you very much.

CAREER ORIENTATION GUIDE

_____
Resource Site

_____
Career Investigated

_____
Project Number

_____
Date

_____
Student

_____
Learning Coordinator

experience·based career education

INTRODUCTION

An Orientation visit to a resource site helps you become more aware of the kinds of jobs that are available within a career or subject area, how these jobs affect one's life, and how they compare with your own interests, abilities, and ambitions. To do this, you will have to observe and ask questions of the resource and other workers at the site. This Guide will help you ask appropriate questions as well as provide space for recording answers and other information you may obtain during your visit. You may want to take photographs of people working at various jobs or to tape some of your conversations with individuals at the site. REMEMBER -- you should obtain permission from each person you would like to photograph or record conversations with BEFORE you take a picture or make a tape recording.

RESOURCE ORGANIZATION AND RESOURCE PERSON DATA

Name of Organization _____

Kind of Business _____

Address _____

_____

Name of RP or RO Coordinator _____

Position or Job Title _____

Telephone Number _____

SUGGESTED ACTIVITIES

The following activities provide guidelines which will help you collect the kinds of information you need in order to analyze and evaluate jobs at the resource site. Each activity includes either something to do or questions to be answered. You may not be able to answer every question, but you should be able to obtain most of the information requested. Some activities give you choices of things to do or ways to present your findings. You may even choose to develop your own career orientation guide.

ACTIVITY NO. 1

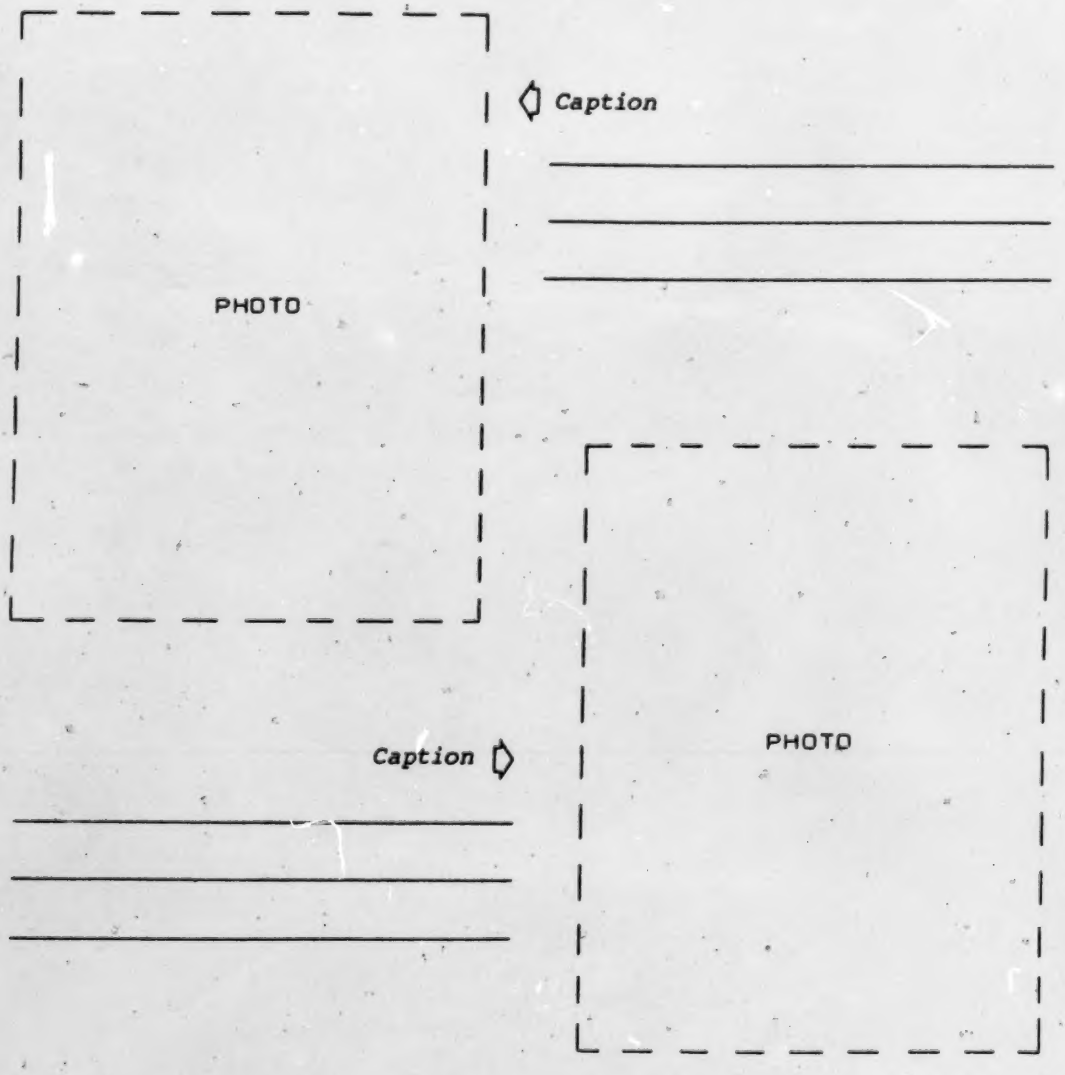
A. Discuss the organization with the Resource Person to find out its primary purpose.

B. Summarize what you learned in the space below.

MAIN PURPOSE OF ORGANIZATION

ACTIVITY NO. 1 *(Continued)*

C. (Optional) If you observe some work situations (people working at their jobs, production lines, manufacturing processes, etc.) which <u>really</u> show the purpose of the organization, you may want to use photographs as descriptive material. Take a couple of pictures of those situations, but don't forget to obtain permission <u>before</u> you take any pictures. Mount your pictures in the spaces below.



ACTIVITY NO. 2

Ask the resource to help you identify the different kinds of jobs that people hold in the organization. Try to obtain the most accurate title you can for each job and list it below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

ACTIVITY NO. 3

A. Choose one person to observe and interview:

Name of Person _____

Job Title _____

B. Watch the person at work and get the following information (ask questions, if necessary):

	High	Medium	Low
1. *To what extent does the person's job deal with the following:*			
a. Information	[ ]	[ ]	[ ]
b. People	[ ]	[ ]	[ ]
c. Things (tools, equipment, etc.)	[ ]	[ ]	[ ]
2. *To what extent does the job require the person to:*			
a. Follow definite instructions	[ ]	[ ]	[ ]
b. Be his or her own boss	[ ]	[ ]	[ ]

ACTIVITY NO. 4

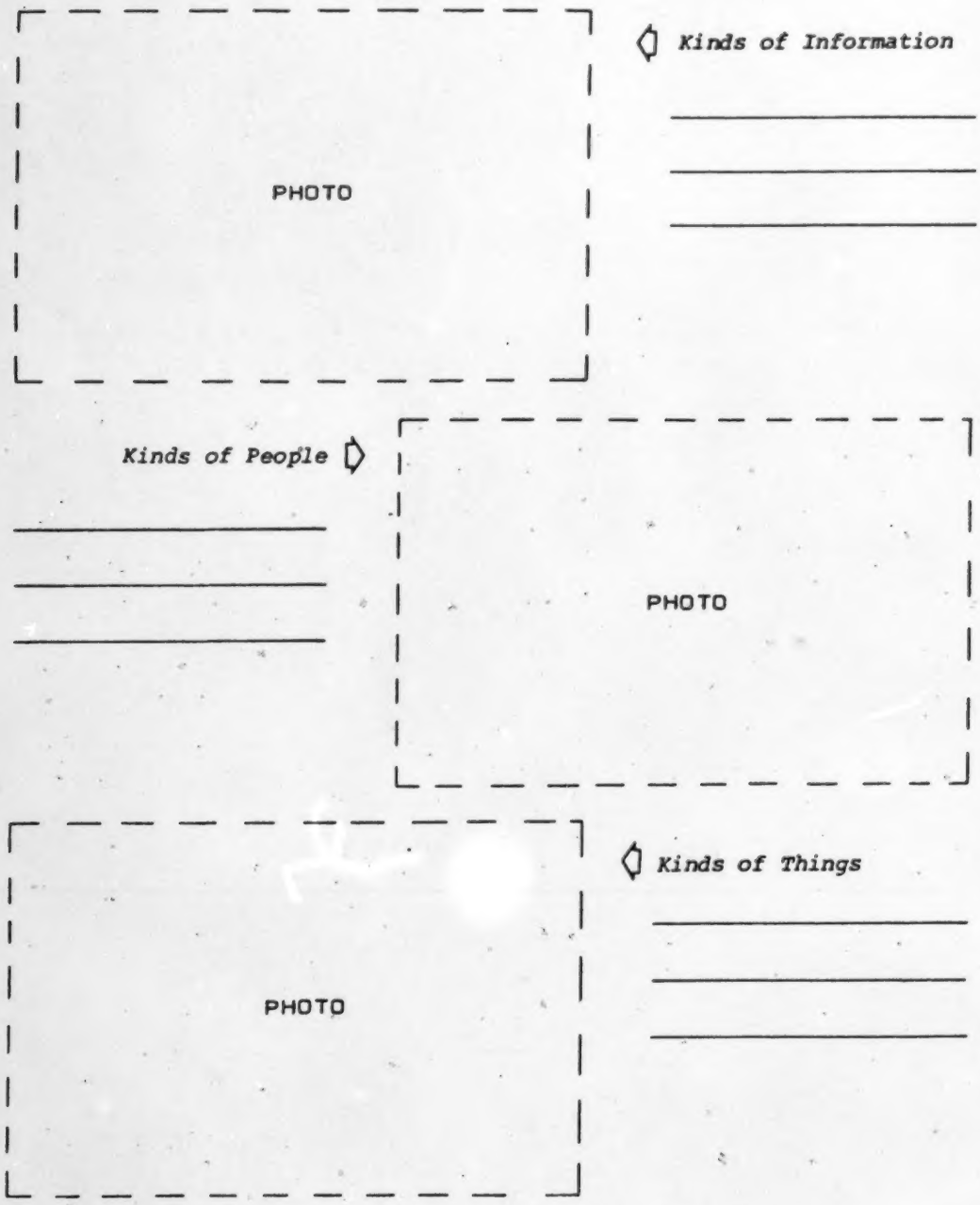
A. Continue to watch the person working at his or her job, ask questions, and get information which describes the KINDS of information, people, and/or things the person works with.

B. Prepare descriptive material. You can choose either Option 1 or Option 2 as the method of presentation.

OPTION 1: Write a detailed description of the KINDS of information, people, and/or things the person works with. Use additional sheets of paper if necessary.

ACTIVITY NO. 4 *(Continued)*

OPTION 2: Take photographs and/or make a tape recording for descriptive material. *Be sure to include the tape you make as part of this package.*



ACTIVITY NO. 5

A. What KINDS of people does the person work with? (Check the appropriate box or boxes to indicate a working relationship.)

[ ] *Fellow workers*

[ ] *Supervisor*

[ ] *Customers/Clients*

[ ] *Suppliers*

[ ] *Others (specify)* _____

_____

B. Of the kinds of people checked above, which kind does the person spend the most time with? _____

_____

Why? (For what purpose?) _____

_____

_____

C. What skills does the person use when dealing with these people? (What does he/she have to know or know how to do?) _____

_____

_____

_____

ACTIVITY NO. 6

Where and how did the person first learn to do this kind of work? (You can check more than one item.)

[ ] *In the organization*

[ ] *In a school*

[ ] *Independently on his/her own (self-taught). How did he/she teach himself/herself?* _____

_____

_____

[ ] *Other (specify)* _____

_____

_____

_____

ACTIVITY NO. 7

What level or type of education or training is required to qualify for and get the job?

[ ] *University/College*
[ ] *Community College*
[ ] *High School*
[ ] *Union Apprenticeship*
[ ] *Military Training*
[ ] *Other (specify)* _____

ACTIVITY NO. 8

What subject matter knowledge does the person use in doing this job? (You can check more than one item)

[ ] *English*
[ ] *Business Administration*
[ ] *Mathematics*
[ ] *Biology, Chemistry, Physics, etc.*
[ ] *History*
[ ] *Psychology*
[ ] *Political Science*
[ ] *Foreign Languages*
[ ] *Other (specify)* _____

ACTIVITY NO. 9

Interview the person who works at the job you are analyzing and try to learn the following:

A. How long has the person been doing this type of work? _____

B. What other jobs has the person had? _____

C. What does the person like and dislike about his/her current job?

ACTIVITY NO. 9 *(Continued)*

D. Do the person's friends have similar careers? [ ]Yes [ ]No
If not, what kinds of careers do they have? _____

E. What hobbies and recreational activities does the person pursue?
How do they fit in with his or her work activities? _____

F. What is the person's ultimate career goal? _____

G. What does he or she think must be done to reach that goal? _____

ACTIVITY NO. 10

What demand will there be for this kind of job/career in ten years? You may be able to learn this from the person you observed on the job, but you should also research career information materials at the school or in the library. _____

ACTIVITY NO. 11

Use this page to answer other questions that you were interested in asking. (Maybe you wanted to know how the career affects the person's family life or whether he or she had once dreamed of doing something very different.) Your "answers" may be in the form of written material, photographs, tapes, or whichever way presents the information best. Caption any photographs you include. Use additional sheets as necessary.

ACTIVITY NO. 12

Review the information you gathered during your visit and job analysis and answer the questions listed below. You may (1) write your answers, (2) make a tape recording, or (3) make an oral presentation to a small group of your fellow students and your LC.

A. *What do you LIKE about the job you analyzed and why?*

B. *What do you DISLIKE about the job and why?*

C. *Would you be interested in this kind of job as a career? Why, or why not?*

D. *How would this job fit with the kind of life you hope to lead and with your personal values?*

WHEN YOU HAVE COMPLETED THIS GUIDE, TURN IT IN TO YOUR LEARNING COORDINATOR ALONG WITH ANY TAPES, PHOTOGRAPHS, AND ADDITIONAL PAGES YOU MAY HAVE.

Appendix J

INSTRUMENT DESCRIPTION

Name of Instrument: Resource Opinion Survey 1977

Developer: Far West Laboratory EBCE Program

Source: Community members serving as resource persons or in resource organizations.

Purpose: To collect information on student activities at resource sites, resource perceptions of the effectiveness of program functioning and their degree of satisfaction with the program.

Instrument Type: Mail questionnaire consisting of rating scales, with one multiple-choice and two open-ended questions. It should require no more than 20 minutes to complete.

Administration: Mailed from Far West Laboratory to particpating resources near the end of the school year. Completed questionnaires are returned directly to the Laboratory.

History: Some items date from a common questionnaire used by all EBCE programs in 1973-74. The instrument was redesigned for the 1975-76 evaluation and has since undergone only slight modification.

Scoring: All items can be keypunched directly from the questionnaire except for a final open-ended question.